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ABSTRACT

The major problems now facing a guidance department are the organization of the rapidly growing amount of information available in the field of career guidance, and the presentation of this information in such a way as to make it most valuable to the potential user. This directory is designed to assist guidance practitioners in analyzing, categorizing and updating the many sources of career, occupational and educational information that are now available. It will give the newcomer to the field a quick overview of the state of the art in career guidance, and provide the veteran with sources for future reference and follow-up. The information has been divided into four categories: (1) career guidance resources--print and non-print tools for presenting career information to be used by students, staff, and other groups such as school dropouts and adults; (2) career guidance centers--groupings of resources, people and media techniques that offer guidance services to a specific clientele; (3) career guidance systems--computerized methods for utilizing a data base in order to obtain information for career planning and decision making; and (4) career guidance literature--microfiche copies of all the supportive documents for the resources, centers and systems cited in the directory as well as abstracts and summaries taken from ERIC files which are relevant to career guidance personnel. (Author/RF)

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EXPANDING ALTERNATIVES IN

career guidance

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AN OVERVIEW OF PROMISING PROGRAMS AND PRACTICES

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Expanding Alternatives in

CAREER GUIDANCE

An Overview of Promising Programs and Practices

A Publication of:

Office of Career Guidance
Division of Occupational Education
Massachusetts Department of Education

Prepared by:

CEDIS Curriculum Services Center
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July 1976

MESSAGE FROM THE OFFICE OF CAREER GUIDANCE

Career Guidance programs should assist the individual to assimilate knowledge, experience and applications as related to his or her efforts at understanding self, the work society, an awareness of the part that leisure time may play in a person's life, the necessity for and the multitude of factors to be considered in career planning and the information and skills necessary to achieve self-fulfillment in work and leisure.

Career Guidance experiences should include a thorough exploration of the above content areas to insure that each individual gathers the kinds of data necessary to make rational career decisions. This resource guide provides information in a format which will facilitate the introduction of organized approaches to Career Guidance information.

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INTRODUCTION

Need for Career Guidance

There are many social and economic factors which converge to stimulate an interest in the career development needs of persons of all ages, including the search for a set of values which will give meaning and purpose to a person's life.

These factors include:

1) The growing complexity in the occupational and organizational structure of society which makes it increasingly difficult for a person to assimilate and organize all of the data necessary to formulate a career plan
2) Ever more rapid technological change demanding human adaptability and responsiveness
3) The need for specialized training to obtain entry level jobs
4) Increasing national and local concern with the need to develop all human talent regardless of sex, age, religion, or ethnic origin
5) The disenchantment of students who have difficulty integrating their educational experiences and their lives.

Each of the factors listed above affects the individual in today's society in ways that make individual or occupational self-fulfillment more and more difficult.

The need for a comprehensive system of career guidance is vital to prepare students entering the world of work at whatever age they choose to leave school. There is general agreement that such a comprehensive system should facilitate self awareness, career awareness, career exploration, and career decision making for all students.

Purpose of this Directory

Attainment of a comprehensive system of career guidance requires that students, parents, guidance personnel, classroom teachers, and school administrators be aware of and have easy access to the wealth of information that is available on careers, career development and the requirements of the world of work. Lack of such information is no longer a problem for the guidance practitioner. The major problems now facing a guidance department are the organization of the rapidly growing amount of information available in the field of career guidance, and the presentation of this information in such a way as to make it most valuable to the potential user.

This Directory is designed to assist guidance practitioners in analyzing, categorizing and updating the many sources of career, occupational and educational information that now are available. It will give the newcomer to the field a quick overview of the "state of the art" in career guidance, and provide the veteran with sources for future reference and follow-up. Such a directory cannot be exhaustive. New programs are being designed and implemented constantly and the available human and material resources are being increased daily.

Through the dissemination of information on some promising programs and practices in career guidance in Massachusetts and in other states, the Office of Career Guidance hopes to stimulate better communication and a wider exchange of information among practitioners.

Overview of Statewide Career Guidance Planning

In compiling this Directory, the Office of Career Guidance has recognized four important factors:

1) That progress by administrators, guidance personnel, teachers, and other educators has been and will continue to be made in career guidance in Massachusetts
2) That Massachusetts guidance personnel and vocational educators already have shown their commitment to career guidance
3) That, with easier access to additional informational resources, guidance personnel can make far more rapid progress in this field
4) That much of this information exists already and needs only to be gathered, organized, disseminated, and used in order to realize an increase in the quality of career guidance in the Commonwealth.

A statewide planning effort to identify and coordinate all of the separate and fragmented career guidance program efforts within Massachusetts was begun almost three years ago. The momentum for this effort was provided by six major professional guidance associations in the state which voluntarily combined their resources to develop a set of Massachusetts Guidelines for Guidance Programs in Career Education. Presentation of these guidelines to the Department of Education led to the formation of an Ad Hoc Career Guidance Advisory Committee by the Division of Occupational Education in November 1974. This Committee was asked to make recommendations on the development of a comprehensive plan for career guidance within the Commonwealth. Their findings and recommendations constituted a "plan to plan" which was published by the Office of Career Guidance in March of 1975. The Committee report set forth a basic philosophy for career education in Massachusetts and stated the need for and objectives of a career guidance system within an overall career education program. The report also emphasized the need for state leadership in the development of guidelines for career guidance programs that would define the broad parameters within which local educational agencies could be encouraged to establish planning goals and objectives based on local needs.

Following publication of the Ad Hoc Committee's "plan to plan," an Interdivisional Career Guidance Planning Committee was created in the Department of Education to develop a comprehensive state plan for career guidance. As the initial step in the implementation of a long-range plan, this group recently recommended a strategy of applied research in career guidance which could draw upon the experience of other states and local educational agencies in Massachusetts by testing a series of models for future replication or adaptation.

One of the essential components of any model career guidance system must be the collection, coordination and dissemination of career information. The publication of this prototypical Directory of career guidance information and resources anticipates the development of a more comprehensive information component within a statewide career guidance system, and therefore represents one more step in the Department of Education's on-going career guidance planning effort.

Selection of Directory Materials

In the case of current programs and practices within Massachusetts, the information included is that most frequently cited as useful by guidance practitioners and school administrators in a random survey of local educational agencies conducted during 1975. The limited resources available for this purpose precluded a complete survey of all schools in the state.

A select group of programs and resources with proven success in other parts of the country, as well as those that show future potential for nationwide use, have been included to illustrate the wide range of approaches for involving students in the career guidance process.

Programs and sources of information have been included because they may be of value and interest to local practitioners. The compilers of this Directory have not conducted evaluations of the citations and inclusion does not constitute endorsement of the programs by the Office of Career Guidance or the Massachusetts Center for Occupational Education. Only the individual practitioner can determine the appropriateness of the information provided in meeting student needs and respond to the unique circumstances within his or her local school system.

If the demand for this type of publication proves sufficient to solicit feedback on its usefulness, the Office of Career Guidance intends to support publication of revised editions or supplemental documents in the future.

How to Use this Directory

The information presented in this Directory has been divided into four categories:

1) *Career Guidance Resources* – including print and non-print tools for presenting career information to be used by students and professional staff, as well as other groups such as school dropouts and adults
2) *Career Guidance Centers* – groupings of resources, people and media techniques that offer guidance services to a specific clientele
3) *Career Guidance Systems* – computerized methods for utilizing a data base in order to obtain valuable information for career planning and decision making
4) *Career Guidance Literature* – CEDIS Career Guidance Data Bank listings include microfiche copies of all the supportive documents for the resources, centers and systems cited in the information summaries of Sections II through IV, and abstracts and

summaries taken from ERIC (Educational Resources Information Center) files, also available in microfiche form, which should be of interest to guidance personnel who are developing, evaluating or updating their own local career guidance systems

It is neither easy nor realistic to make sharp divisions among the above information delivery methods. Some of the materials in each of these categories may duplicate materials listed in others. For example, much of the data stored in a computerized guidance system also is available in printed form and may be listed under Resources. Similarly, a computerized system may be one of the services available in a Career Guidance Center. The broad categories listed above were developed to describe the wide range of service delivery approaches that are available to the local practitioner.

Technical assistance in the use of this Directory is available to personnel of local educational agencies from the Office of Career Guidance, Division of Occupational Education in Boston, and through the six Regional Educational Service Centers of the Department of Education.

resources

II. CAREER GUIDANCE RESOURCE MATERIALS

Definition of Career Guidance Resource Materials

A career guidance resource enhances the guidance process by providing a source of accurate and up-to-date career information in a format understandable to the potential user. The majority of the resources cited in this Directory address self awareness, career awareness, and career exploration topics, although a few can be used in the decision making process.

Career guidance resource materials, in this Directory, include a variety of career information sources including: books, brochures and pamphlets; test materials designed for group, individual, or self-administration for the assessment of interests and values; games designed to promote career awareness and career exploration; and a selection of audio-visual aids including filmstrips, audio tapes, and motion pictures.

Use of Resource Materials

The degree of supervision required in the use of these resources varies greatly. While some permit students to work independently, and others can be used in classroom or other group setting, still others require close counselor supervision. Many resources can serve as a referral for additional information for the student following an individual or group counseling session. Some can be used as preparation for a counseling session, while others are designed for use during the counseling session by both counselor and student.

Available Sources of Resource Materials

The majority of currently available career guidance resource materials are produced by commercial publishers.[1] However, the U.S. Department of Labor and other agencies of the federal government publish a variety of excellent resource materials that are available free or at minimal cost.

The problem confronting the local practitioner is in the selection of resource materials which are best suited to the needs of his or her students. Local factors, such as current labor market openings, wage and salary scales, training requirements, and projections of future labor market demands must be investigated at the local level in cooperation with the Division of Employment Security, business and industrial leaders, labor union organizations, and other community agencies. The local practitioner must decide also what approaches will best facilitate the process of self awareness, career awareness and career

[1] A complete list of publishers of career guidance materials is available in a publication of the American Personnel and Guidance Association entitled: NVGA Bibliography of Current Career Information. 1974, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

exploration for individual students, and whether these approaches could better be pursued through group sessions, individual counseling, classroom presentations, or a combination of these methodologies.

Assistance is available to the local practitioner in determining the quality of the wide range of resource materials that are available, both commercial and non-commercial, at the national level. The National Vocational Guidance Association (NVGA), a division of the American Personnel and Guidance Association, has set standards for evaluating occupational literature. A Bibliography of Current Career Information, based upon these standards, is available from NVGA at 1607 New Hampshire Avenue, N.W., Washington, DC 20009. The American Personnel and Guidance Association maintains a National Career Information Center at the same address and publishes a periodical newsletter, *Inform*, which is a valuable source of information about new career resource materials, both commercial and non-commercial.

Organization of Summaries

The summaries of selected resource materials presented below are intended to provide information to assist individuals in local school districts, local educational and community agencies, and guidance departments in making decisions regarding the purchase and acquisition of resource materials that will be appropriate for local use.

The summaries are organized under topic headings such as target audience, subject matter covered, date of publication, geographic orientation, cost to user, equipment required (if any), product description, people to contact for further information, and documents available on microfiche from CEDIS.

SELECTED RESOURCE MATERIALS

SUMMARIES

CAREER DIRECTIONS KITS

Company: Changing Times Education Service.

Target Audience: These kits are for use by students in grades nine through twelve.

Subject Matter: This series covers four topics, each in a separate kit: a) the job cluster concept and methods of choosing a career, b) the relationship between personal characteristics and the conditions and requirements of a person's occupation, c) the mechanics of getting a job, and d) what it is like to work.

Description: These multimedia resources help students analyze their interests, skills, and abilities in order to train them to make rational decisions about their entry into the labor market. Although the kits are meant to be used sequentially, each unit is self-contained. The materials have all been edited for ethnic, racial, geographical, and occupational balance, as well as to exclude any sex bias.

Titles of the Career Directions Kits are: "Deciding on Your Career," "Choosing the Kind of Job You Want"; Entering the Job Market"; and "Staying With It and Getting Ahead." Each kit contains records, cassettes and two filmstrips on different aspects of the topic of that kit, supplemented by a book of case studies, articles, activities (30 copies), two transparencies, two spiritmasters, and a 28 page teacher's guide.

Date of Publication: September 1974.

Geographic Orientation of Information: The kits are national in scope.

Cost to User: The cost for all four kits is $275. They are available individually at $76 per kit.

Equipment Required: Projectors for filmstrips and overhead transparencies and duplicating machines for spirit-masters are required.

Current Use: These kits are used nationwide.

Contact for Further Information: Robert F. O'Reilly, Director
Changing Times Education Service
1729 H. Street N.W.
Washington, DC 20006

Documents Available on Microfiche from CEDIS: CG 101 – "Career Directions Kits," descriptive information on four kits.

CAREER GUIDANCE SERIES

Company: H. Wilson Corporation.

Target Audience: This resource is designed for students in grades seven through twelve.

Subject Matter: These materials prepare students for entry into the world of work after they leave school.

Description: The *Career Guidance Series* has four component parts, which can be purchased and used separately.

"Career Clusters: An Introduction to Related Occupations" uses the U.S. Office of Education classification of 15 career clusters. It is oriented toward junior high school students and points out the satisfying and meaningful aspects of the work experience. The Career Clusters units allow students to become familiar with work values as they explore the various clusters.

"Planning Beyond High School" is concerned with the opportunities for personal and vocational development through both formal and informal educational experiences. This information is presented through a series of discussions between a high school counselor and two students, in which the counselor explains some of the available alternatives in continuing education.

In "Preparing for an Office Job," students can examine the advantages and disadvantages of various office jobs. The unit explores the relationship between personal talents, abilities, work adaptability, and career choice. It also covers office job topics such as grooming and dress, effective work habits and techniques, telephone techniques, dictation habits, human relations, and employment interviews.

"Exploring the World of Work" explains the vastness of vocational opportunities and the need for career planning. It also discusses professions within ten different areas defined by the Kuder Vocational Reference record.

All four sections of the series are available as audio reproductions, either on records, tapes, or tape cassettes. The entire four section series is available together or cassette tapes.

Date of Publication: April 1, 1975.

Geographic Orientation of Information: The information is from national sources.

Cost to User: The entire series is available for $227.50 for a set of 26 cassette tapes. "Exploring the World of Work," "Planning Beyond High School," and "Preparing for an Office Job" are each $52.00 for tapes when purchased separately. "Career Clusters" costs $72.00 for cassette tapes when purchased alone. "Exploring the World of Work" is also available on record for $39.00.

Equipment Required: The series uses either tape or record playing equipment.

Contact for Further Information:

H. Wilson Corporation
555 W. Taft Drive
South Holland, IL 60473
(312) 339-5111

CAREER PLANNING PROGRAM

Company: Developed by the American College Testing Program; published by Houghton Mifflin.

Target Audience: Students in grades eight through eleven.

Subject Matter: The Career Planning Program assesses the students abilities and career related experiences and reports its results in a profile that may be translated into suggestions for career exploration. It is intended to stimulate self/career exploration and career planning/decision-making. The program provides measures in four areas: 1) interests, 2) experiences, 3) abilities, and 4) career plans.

Description: This program is designed to provide a flexible alternative to career planning. It may be used as the basis of an entire course or by individual students in cooperation with a guidance counselor. Transparencies, masters and scripts are provided for use with groups.

Students are introduced to the program through a student guide book containing information and exercises for self-assessment, steps in career planning, job families, and educational programs. The student then takes interest, ability and experience inventories which are scored by an outside agency and returned in the form of a student profile, indicating job families a student should consider exploring.

Date of Publication: 1974

Cost to User: The entire program including handbook, supervisor's manual, all three inventories, answer folders, and an examination kit for thirty-five students costs $61.50, plus 90¢ per scoring and provision of student profiles for each student.

Equipment Required: None

Current Use: This program is available nationwide.

Contact for Further Information: Houghton Mifflin
Regional Sales Office
Pennington-Hope Well Road
Hope Well, NJ 08525

CAREER SERIES BOOKS

Company:	Vocational Guidance Manuals.
Target Audience:	Senior high school through college students use the series.
Subject Matter:	The guidance books offer opportunities for career exploration through reading.
Description:	The series currently covers 63 occupations, each in a separate book. Each book is written by a recognized authority in the field and contains a description of duties and working conditions, as well as a discussion of potential for skill transferability, and of the career ladder. Other topics include personal requirements and necessary preparation, the number of workers, expected earnings, fringe benefits, entry costs to workers, and outlook for occupations.
Date of Publication:	October 1975.
Geographic Orientation of Information:	This resource includes national and Canadian job information.
Cost to User:	Costs per book range from $1.95 to $3.95 for the paperback editions, and from $3.75 to $6.95 for the hardbound editions. The entire paperback series is available for $64.85; the hard cover series is $112.65.
Equipment Required:	No other equipment is required.
Accuracy and Revision:	New books are added to the series as they are written. Once written, they are not revised.
Referrals to Additional Information:	Each book contains a list of suggested readings in the field.

Current Use:	Junior high schools, senior high schools, public libraries, counselors, and professional organizations in the U.S. and Canada use the series.
Contact for Further Information:	Thomas H. Hogan, VP-Marketing Vocational Guidance Manuals 620 So. Fifth Street Louisville, KY 40202
Documents Available on Microfiche from CEDIS:	CG 101 – Vocational Guidance Manuals, Autumn 1975 Catalogue, 17 pp.

THE CENTER FOR VOCATIONAL EDUCATION

Company: The Center for Vocational Education.

Target Audience: This center provides a wide range of services to agencies, institutions, and organizations concerned with career planning, training, and preparation.

Subject Matter: *The Center for Vocational Education* prepares materials under five major headings. While each of these is concerned with some aspect of vocational education, four have the most direct application to career guidance at the secondary level. This summary will concentrate on these four.

Description: The Research and Development Division prepares products and information resources on problem areas in career planning and preparation. Currently the following are being developed: a) Management Information Systems for Vocational Education Programs, which are designed for state and local administrators of vocational education; b) Performance Based Professional Education Curriculum Program which includes 100 packages involving classroom teaching techniques, focusing primarily on career education; c) Methods for Curriculum Content Derivation Program, a set of manuals for curriculum development in secondary education, business, industry and government which will help identify the skills and knowledge required for given occupations; d) Career Planning Support System Program, a package of materials relating to program planning, implementation, evaluation, the career development of minorities and women, and the transition from school to work, which assist school personnel in designing, implementing, and evaluating their own guidance programs; e) Career Education Product Installation Handbook Program, a resource book to help speed career education innovations into schools.

The second division is the Special Projects Division which plans and develops career education curriculum units ready for school use. It is also beginning to involve local educators in the development and implementation process. One of the major programs developed by the division is the Occupational Exploration series of 8 exploration-simulation models, one for each of 8 career clusters.

The Personnel Development Division deals with problems related to the development of personnel who facilitate individual career planning and preparation. It assists the business and industrial community, the criminal justice systems, and governmental agencies in the areas of adult/continuing education and manpower training.

The Information and Field Services Division disseminates the products developed in Research and Development to groups outside The Center. The IFSD publishes AIM/ARM, a quarterly journal of abstracts in instructional and research materials, as well as other research analysis publications. It also contracts with industry and educational agencies for specialized information services.

In addition, the Evaluation Division provides a trained staff to conduct needs assessments, third party evaluations, evaluation audits, and installation of evaluation systems.

Interested parties can make use of the myriad resources developed by this center by obtaining any of their Career Education products or services. There are no restrictions on participation in The Center efforts. Services have been extended in the past to individual schools, school districts, industries, the armed services, and other government agencies. Visitors are welcome.

The Center maintains an interdisciplinary staff of over 230 men and women.

Geographic Orientation of Information: The Center for Vocational Education is a national center, with clients throughout the country and in several sites abroad.

Cost to User: Most clients take part in The Center's activities by purchasing one of the Career Education products. Prices for products and services vary and are on a cost recovery basis.

Equipment Required: None; all materials are printed.

Funding Source: The sponsors include the National Institute of Education, U.S. Office of Education, state departments of education, school districts, business and labor organizations, and various other agencies.

Contact for Further Information:

Product Utilization Section
Information and Field Services Division
The Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Documents Available on Microfiche from CEDIS: CG 104 – "The Center for Vocational Education Annual Report 1973-74," 22 pp.

CURRENT AFFAIRS

Company: Current Affairs.

Target Audience: The *Current Affairs* packages are appropriate for seventh grade through adult use.

Subject Matter: Occupations in eight fields that do not require a college degree.

Description: A *Current Affairs* cassette package presents two-part material about specific occupations. The first part provides objective information about the field, including a job description, personal and educational requirements, occupational outlook, expected earnings, fringe benefits, and worker entry costs. In the second part, one or two practitioners in the field talk about their experiences with the job.

There are two cassettes and one discussion guide for each occupation. Each part of the package is on its own cassette, so it is possible to use them separately. Each cassette is 15 to 20 minutes long.

Date of Publication: 1975.

Geographic Orientation of Information: National information is used.

Cost to User: Each package costs $18.00. There are eight packages.

Equipment Required: A cassette recorder is required to use the resource.

Accuracy and Revision: According to Current Affairs, the packages are "all new" and have not been updated.

Referrals to Additional Information: No referrals are made.

Contact for Further Information:
Joseph Burke
Current Affairs
24 Danbury Road
Wilton, CT 06897.

Documents Available on Microfiche from CEDIS: CG 101 – "Selections from career guidance packages," 2 pp.

A DIRECTION FOR TOMORROW: THE NATION'S BUILDERS

Company:	Bowmar Publishing Corporation.
Target Audience:	This is a resource to be used by students in grades seven through twelve.
Subject Matter:	The resource facilitates career exploration.
Description:	*A Direction for Tomorrow* uses a multi-media format to present occupational information on thirty jobs in seven career clusters. The resource gives information on career ladders and working conditions, personal requirements, and preparation required, as well as a description of duties, outlook for occupation, expected earnings, fringe benefits, and entry costs. Each occupation is presented in a separate 15-minute filmstrip with an accompanying cassette-tape or record sound track. Each set is accompanied by a career survey sheet and an instructor's handbook.
Date of Publication:	December 7, 1970.
Geographic Orientation of Information:	The resource is national in scope.
Cost to User:	The record edition (with records substituting for the tapes) and the cassette edition are $70.00 each.
Equipment Required:	A filmstrip projector and cassette tape recorder or record player are required.
Referrals to Additional Information:	A bibliography of resource agencies and people is included in the instructor's handbook.
Current Use:	The unit is being used nationwide.
Contact for Further Information:	George Campbell Bowmar Publishing Corporation 622 Rodier Dr. Glendale, CA 91201 (213) 247-8995

EDUCATORS GUIDE TO FREE GUIDANCE MATERIALS

Company: Educators Progress Service, Inc.

Target Audience: This resource is designed for professional use, especially for counselors and teachers.

Subject Matter: Free guidance materials are identified in this manual.

Description: The Educators Progress Service stresses the idea that using the *Educators Guide to Free Guidance Materials* will save counselors time by eliminating the need for an extensive search for free resource materials. The guide is a survey report of the free multimedia resources available. The resources are indexed by title and by subject.

The latest (thirteenth) edition of the guide includes information on titles, sources, availability, and contents of 770 films, 73 filmstrips, 25 sets of slides, 137 audiotapes, 24 videotapes, 7 scripts, 26 audiodiscs, and 315 bulletins, pamphlets, charts, posters, magazines, and books.

The *Educators Guide to Free Guidance Materials* is printed and bound.

Date of Publication: Every August.

Geographic Orientation of Information: Information is gathered from national sources. Special indexes for items available in Canada and Australia are included.

Cost to User: The guide costs $9.75, plus $.70 for postage.

Equipment Required: No equipment is needed to use the guide.

Accuracy and Revision:	A newly revised edition is printed each year.
Current Use:	The Educators Progress Service, Inc. reports over 100,000 users.
Contact for Further Information:	Educators Progress Service, Inc. Randolph, WI 55956
Documents Available on Microfiche from CEDIS:	CG 101 – "8 Great Keys to Better Learning," 2 pp.

FINDING YOUR JOB

Company: Finney Company.

Target Audience: The *Finding Your Job* series is designed for slow learners, underachievers, students in special classes, and others who do not wish to continue education beyond high school.

Subject Matter: The series assists in career exploration that will eventually lead to career choice.

Description: Each five volume unit includes 60 job monographs. There are 6 units containing 360 job monographs. Unit 3, Revision "B" includes a cluster index of all 360 titles.

The four-page monograph presents information on a job's conditions, duties, and requirements, the pay rate and working hours, worker costs to enter the job, positive and negative features of the job, and school curriculum relevancy. A short glossary of words which may not be clear to the slow learner appears at the end of each monograph.

The 72 page *Finding Your Job* workbook is designed to be used with the job monographs. After selecting a monograph on a desired occupation, a student uses it to complete the lessons in the workbook. The workbook has removable pages and thus lessons can be taken out as homework assignments.

All materials are in printed form.

Date of Publication: The most recent revision is Unit 3, Revision "B", copyright 1975.

Geographic Orientation of Information: Information is collected on a national basis.

Cost to User:	The entire six-unit set of 360 job monographs costs $159. Each unit of 60 monographs costs $26.50. Each workbook costs $1.50.
Equipment Required:	No additional equipment is required.
Accuracy and Revision:	Each unit is revised periodically.
Referrals to Additional Information:	Referrals for additional information are made for each job.
Contact for Further Information:	Mr. Horace Finney, President Finney Co. 3350 Gorham Avenue Minneapolis, MN 55426

THE LIBRARY OF CAREER COUNSELING FILMS

Company: Counselor Films, Inc.

Target Audience: The Library is designed for secondary school students.

Subject Matter: The subject of this resource is career exploration.

Description: The Library includes separate films on 38 different job fields. The films cover a variety of occupations within each job field. In addition, there are two general films on career counseling: "How a Career Develops" which describes the different stages of career development, and "The World of Work" which uses the career cluster concept to encourage students to make wise career choices.

The Library contains color films with sound tracks.

Date of Publication: 1974-1975.

Geographic Orientation of Information: The films are produced for national use.

Cost to User: Each 16 mm. film costs $220.00 to purchase or $50.00 to rent. Free teacher guides are included.

Equipment Required: A film projector or videocassette unit are needed for this resource.

Current Use: *The Library of Career Counseling Films* is used in all fifty states.

Contact for Further Information: Counselor Films, Inc.
2100 Locust Street
Philadelphia, PA 19103

OCCUPATIONAL EXPLORATION KIT

Company: Science Research Associates (SRA).

Target Audience: This resource is designed for use in grades nine through fourteen.

Subject Matter: The *Occupational Exploration Kit* allows the student to explore a wide variety of occupations in terms of the abilities and education required in relation to his/her own achievements and objectives.

Description: The *Occupational Exploration Kits* is a systematic, personalized approach to job investigation using the OccuScan coding device which helps the student focus on relevant career information in an easy-to-use system.

The kit contains 400 illustrated four-page briefs which provide up-to-date descriptions of individual jobs, including qualifications, training, earnings, and outlook. The kit also contains 20 Job Family Booklets, organized according to USOE clusters, which relate jobs by interest and skills. There are eight Guidance Series Booklets covering: the world of work; careers and college; how personality and interests relate to career choice; school subjects and college as related to careers; part-time jobs; and job hunting. Twenty-five Student Record Books, the Guide for Counselors and Teachers, and the OccuScan coding device are also included in each kit.

The kit can be kept up to date with the SRA Guidance Service Subscription which is mailed four times a year (September, November, January, and March).

The *Occupational Exploration Kit* is only one part of the SRA Guidance and Career Education Program.

Geographic Orientation of Information: The information is for national use.

Cost to User: The complete kit costs $192.60; schools may purchase it for $144.45. Various components may be ordered separately. An Occupational Exploration Kit Specimen Set can be ordered for $4.67, and by schools for $3.50.

Equipment Required: No additional equipment is needed.

Current Use: The kits are used all over the United States.

Contact for Further Information:

James F. Brousseau
28 East Main Street, P.O. Box 294
Southborough, MA 01772
(617) 485-1650

Francis T. Sherry
Testing and Guidance Specialist
135 Birch Street
Bridgewater, MA 02324
(617) 697-6381

Documents Available on Microfiche from CEDIS: CG 103 – "1976 Catalog Testing, Guidance on a Career Education," SRA, 81 pp.

SEX-FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT

Company: Abt Associates Inc.

Target Audience: This kit is appropriate for use by counselors, teachers, administrators and librarians from grades 7 through 12.

Subject Matter: This kit contains self-administered curriculum materials to assist in eliminating sex stereotyping from career guidance activities. Although the materials are primarily designed for use by professionals, the curriculum contains materials which could be used by students.

Description: The curriculum consists of four chapters:

Chapter 1 contains an introduction to the dual role system which limits career and other life choices for both women and men. This chapter discusses traditional family and occupational roles for both sexes, their antecedents and consequences as well as current challenges to the system.

Chapter 2 provides an introduction to a comprehensive sex-fair guidance program. It includes a perspective on sex-fairness in the counseling process as well as recommendations and activity suggestions for each of the components of a comprehensive program.

Chapter 3 is designed to help counselors identify sex bias in career interest inventories and to minimize bias in administering, reporting, and interpreting these inventories. Included in this Chapter is a technical interpretation of the NIE guidelines for assessing career interest inventories.

Chapter 4 is a resource guide to supplementary reading and audio-visual materials. The annotated bibliography includes general information on sex stereotyping and sex-fair counseling career guides, activities for counselors and educators, and organizations and agencies providing information and assistance.

The kit also includes a variety of supplementary materials for use by counselors and clients. Among these are pre- and post-assessment techniques for counselors, spirit masters for use with client groups, transcripts of counselor-client interactions, and scenarios for role playing. An audiotape consisting of four counseling segments is also included. Each segment consists of two situations, an example of sex-fair and a sex-biased approach to counseling.

Date of Publication: September, 1975.

Geographic Orientation of Information: The kits are national in scope.

Cost to User: $16.50 including postage.

Equipment Required: No special equipment is required.

Referral to Additional Information: An annotated bibliography is included.

Contact for Further Information:

Linda B. Stebbins
Abt Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

THREE IN ONE GUIDANCE SERVICE

Company: Chronicle Guidance Publications, Inc.

Target Audience: This service is designed for students in grades nine through sixteen. Elementary guidance materials are now available as well as occupational and professional materials for college counselor trainers and trainees.

Subject Matter: This product contains occupational, educational, and professional information.

Description: This resource is a combination of three separate services:

1) The occupational service which updates the occupational library, and other chronicle services. It includes 100 occupational briefs with specific information on occupations coded for filing and retrieval by Dictionary of Occupational Titles (D.O.T.) codes, reprints of 16 articles from current magazines and trade journals, a career index which contains over 700 sources of materials for free or low cost career educational or professional information, and a subscription including 16 motivational posters. These items are mailed monthly during the school year.

2) The educational service which provides directions on college selection aides. It includes a guide to two-year college majors and careers listing 100 occupational, associate, and transfer programs offered at 1800 post-secondary institutions, a guide to four year college majors containing approximately 1800 degree granting institutions listed alphabetically by major, field of study, state, and degree, and a chart which

provides information on approximately 3,000 schools in the United States citing data on admissions, cost, enrollments, and financial aid. It also includes a survey of 2600 colleges and universities, their requirements for selecting and admitting transfer students, bulletins containing information on financial aid programs offered nationally or regionally by private and public organizations, a workbook citing college alternatives based on student and parent input, and a summary report reflecting those colleges that will accept student applications beyond April 15th of a given year for admission the following fall.

3) The professional service which includes eight monthly mailings of the Washington Counciletter providing information of particular interest to guidance counselors originating from the Washington Bureau and approximately 50 reprints of articles selected from leading professional journals and periodicals.

The services come in printed form. Additional vinyl notebooks and printed manila files and filing systems can be ordered (including pre-printed manila file folders). A catalog is sent upon request.

Date of Publication: September-April

Geographic Orientation of Information: All services offer information on a national scope.

Cost to User: The complete Three in One Guidance Service is available for $58.50. However, any part of the service may be purchased separately:
Occupational Service, $45.00, Educational Service, $27.50, and Professional Service, $22.00.

Equipment Required:	To use the service, an occupational retrieval system based on the Dictionary of Occupational Titles, the Dewey or the alphabetic system may be used.
Accuracy and Revision:	One fourth of the Occupational Briefs are revised yearly. All other publications are new.
Referrals to Additional Information:	Referrals are made to trade unions and professional associations as they apply.
Current Use:	This service is used in secondary schools throughout the United States.
Contact for Further Information:	Barbara H. Rohm Business Manager Chronicle Guidance Publications, Inc. Moravia, NY 13118 (315) 497-0330

U.S. ARMY CAREER AND EDUCATION GUIDE

Company: U.S. Army Career and Educational Information Center.

Target Audience: High school students and adults.

Subject Matter: Career and Educational Information.

Description: The *U.S. Army Career and Education Guide* is prepared in two versions: Counselor Edition and Student Edition.

The Student Edition is organized into fourteen major sections, each of which has been designed to provide the student with practical materials for use in career exploration or other career guidance activities. The Counselor Edition is identical to the Student Edition except that three additional sections have been added to provide counselors with specific assistance in planning career guidance activities.

The Guide has been organized to facilitate use by students concerned with career planning. Although some students may be directly motivated to explore training in the U.S. Army, more students will make meaningful use of the Army career information if they first visualize the Army as one component of the entire world of work. Viewed in this manner, Army training and job opportunities can be examined together with civilian training and job opportunities as young people plan their next steps beyond high school.

A special folder contains twelve sound film strips with cassettes or records. In addition to these materials, a continuing newsletter service is planned to keep counselors and youth up to date.

Geographic Orientation of Information: The guide is produced for national use.

Cost to User: Free.

Equipment Required: Film projector and cassette player or record player.

Current Use: Used in all fifty states.

Contact for Further Information: Local Army Representative.

VITAL INFORMATION FOR EDUCATION AND WORK (VIEW)

Company:

Consortium for National Career Information Services.

Target Audience:

VIEW programs are produced locally for local use.

This resource has been used in two and four year colleges, and secondary and vocational schools.

Subject Matter:

VIEW programs provide information to facilitate career decision making.

Description:

VIEW programs are designed to systematically collect, abstract, synthesize, produce, store, and disseminate local and national career information to the schools in a particular labor market area. The first VIEW program was developed in San Diego County in 1965, and since then the use of different versions of VIEW has spread throughout the country.

Every VIEW program is adapted to local needs, but all programs share two common features. The basic product is a job brief (often called VIEWscript). These briefs have a format developed in consultation with secondary school students, the primary users of VIEW. The information presented is always highly applicable to the local area. Since job seekers often are concerned with employment opportunities in a very local area, the data is especially useful.

The other common characteristic is the delivery method. Information is contained on microfilm aperture cards because of its economy, compactness, versatility, ease of updating, speed and accuracy in filing and retrieving, and adaptability to computer use. A microfilm aperture card is a

standard-sized computer data processing card. There is a window (aperture) of diazo film. An individual viewing screen can be used to read the data which is in extremely reduced-sized print. Material on up to nine standard sheets of paper can be reduced and stored on one 3" x 7" aperture card. This permits the storage and manipulation of masses of information that would be extremely difficult to handle in standard form. Updating, filing and retrieving are greatly simplified. Some VIEW programs use only the aperture part of the card, forgoing computer applications. Materials on a card can be converted to standard-sized paper copies via use of a reader-printer.

Student reaction to VIEW has been favorable. In general it has proven easy to use, helpful, and beneficial in decision making.

Date of Publication: Varies by program (state) involved.

Geographic Orientation of Information: Information is developed and disseminated for a very specific area.

Cost to User: The cost to user may vary. Many VIEW programs offer free services, some charge a fee on a cost-recovery basis.

Equipment Required: To use VIEW all participating schools need a microfilm aperture card reader or reader-printer. The reader-printer allows students to make standard sized copies of information to take away from the machine for later re-inspection.

Accuracy and Revision: The microfilm format facilitates frequent update and revision of data, since a single card or a few cards can be changed and distributed, leaving the basic body of the data intact.

Referrals to Additional Information: VIEW programs can be designed to make desired referrals to off-line information sources.

Current Use: Over 30 sites have developed VIEW programs for their areas. A Massachusetts version of VIEW has just been developed.

Contact for Further Information: National:

National Consortium for Career Information Services
715 East Seventh Street
Bloomington, IN 47401
(812) 337-9328

Massachusetts:

Mass. Department of Education
Division of Occupational Education
Office of Career Guidance
182 Tremont Street
Boston, MA 02111
(617) 727-8143

VOCATIONAL BIOGRAPHIES

Company: Vocational Biographies, Inc.

Subject Matter: The *Vocational Biographies* career profiles introduce students to over 600 biographical perspectives of individuals involved in particular occupations.

Description: Each profile is a 2000 word, four page biographical brief describing an occupation through the eyes of a person working in that career field. A wide cross-section of people – young, old, with and without a college education – are interviewed throughout the United States and their experiences are written into career profile form. These biographical insights focus on personal values which emphasize the relationship between personality and career choice.

Standard occupational information such as salary, working conditions, educational qualifications, and personal requirements is provided in the briefs for over 600 occupations within fourteen occupational clusters.

Vocational Biographies are grouped into four series, each containing approximately 150 career profiles arranged in six volumes, plus a seventh volume on a special interest topic. A subscription to the Career Library provides a school with the three series previously published. The Career Subscription Service provides a school with volumes as they are published.

Career profiles are written in news feature form and bound into 25-brief volumes.

Date of Publication: Series F, the most recent series, is being published in 1975-1976.

Cost to User: The Career Library is $209.30. The Career Subscription Service for the current year is $82.10 for seven volumes. The individual series for past years are available at a cost ranging from $64.00 to $82.10.

Equipment Required: No new equipment is needed to use this resource.

Accuracy and Revision: Career profiles are reviewed and updated every three years.

Referrals to Additional Information: Each career profile makes referrals to information sources for that profession.

Current Use: *Vocational Biographies* are used throughout the United States and Canada.

Contact for Further Information:

Mary Peterson
Public Relations Director
P.O. Box 146
Sauk Centre, MN 56378
(612) 352-6516

Documents Available on Microfiche from CEDIS: CG 102 –

"People Newsletter," 16 pp.
"VBI Career Profiles," 4 pp.
"Career Library Fact Sheet," 4 pp.
"Excerpts, Selections from Sample Vocational Biography Career Profiles," 10 pp.
"Career Series Fact Sheet," 4 pp.

CAREER DECISION-MAKING PROGRAM

Company: Appalachia Educational Laboratory, Inc.

Target Audience: The system is designed for students in secondary schools.

Subject Matter: The *Career Decision-Making Program* is concerned with the processes of career development, self-exploration, occupational exploration, and decision making.

Description: This program, one part of a project funded by the National Institute of Education, is still under development and should be commercially available for the 1976-77 school year. The overall project seeks to organize career education resources in such a manner that individuals can identify those resources which provide for meaningful individual career exploration.

The *Career Decision-Making Program* consists of two components, one of which is the Career Information System (CIS). CIS uses the organization of the Dictionary of Occupational Titles (DOT) to file information from the Occupational Briefs, Occupational Outlook Handbook, Encyclopedia of Careers, and VIEW, as well as employer site experiences, classroom experiences, simulations, and games.

CIS is a supportive resource unit to be used with the second component of the *Career Decision-Making Program*: the Career Guidance Units. There are fifteen Career Guidance Units, which have designed student activities to be used in a group guidance setting. The first four units introduce basic career and self-exploration concepts and decision-making skills. Units five through ten use

the CIS to explore Worker Trait Groups. Units 11 through 13 examine social, environmental and economic influences on career. The last two units lead to tentative career choices.

The CIS includes five written guides to organizing career guidance resources. The Career Guidance Units consist of a counselor/teacher utilization guide, filmstrips, and student materials. The units are self-contained.

Date of Publication: December 31, 1976.

Geographic Orientation of Information: The Program uses national information.

Cost to User: The cost for the Career Decision-Making Program is estimated at $1200 which includes multicopies of guides and indexes. The Career Information System and related materials may be purchased separately. The costs are estimates and final prices will be publicized prior to distribution.

Accuracy and Revision: This new program is currently being revised to incorporate field test evaluation results and changes being made in the Dictionary of Occupational Titles.

Referrals to Additional Information: The program is self-contained.

Current Use: The Career Decision-Making Program was field tested in 40 sites across the nation.

Contact for Further Information:
McKnight Publishing Company
Career Decision-Making Program
Bloomington, IL 61701

EMPLOYMENT INFORMATION RESEARCH SYSTEM (EMPIRES)

Company: Dutchess Community College

Target Audience: *EMPIRES* has developed as a resource to be used by guidance counselors, teachers, and administrators. These professionals receive information to relay to college and work-bound students and dropouts in the process of making career choices.

Subject Matter: This is a non-interactive computer data bank containing employment locations, which are classified by geographical location, number of employees, and the Standard Industrial Code. The EMPIRES resource is meant to be a part of the comprehensive services of an occupational guidance center.

Description: The program supplies employment locations for any region, county, or standard metropolitan statistical area in New York State. This material is presented in a manual. Mailing addresses for any of the employment locations (classified by geographic code, employment-size code, and Standard Industrial Code) are available in computer printout form.

EMPIRES can be used to estimate the number of positions available. Using sophisticated statistical techniques, it can calculate the total number of jobs in an area in terms of the training content of an educational program or the occupational objective of a student. This nonpredictive data is used to facilitate career planning and decision making.

A manual is available from EMPIRES that describes the use of the program for the following purposes: curriculum development by faculty or administration, curriculum selection by students,

and job finding activities. Users must have a copy of the "Standard Industrial Classification Manual" (preferably the 1967 edition) available through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC, 20402.

Geographic Orientation of Information: The program is designed for use in New York. Its inventor, Mr. John Elsoffer, welcomes correspondence from anyone who wishes to develop a similar program.

Cost to User: The service is available to interested parties on an at-cost basis.

Major Source of Information Used: All data was furnished on computer tapes by the New York State Department of Commerce, the New York State Department of Education, and the United States Civil Service Commission.

Contact for Further Information:

John Elsoffer
Director of Placement and Career Development
Dutchess Community College, SUNY
Pendell Road
Poughkeepsie, NY 12601

Documents Available on Microfiche from CEDIS:

CG 101 – VEA Grant 74-2-666 Final Report Summary, 1 pp.
"Computer Placement System Described for Counselors," 1 p.

A MANUAL FOR DEVELOPING CAREER GUIDANCE PROGRAMS

Company:	Educational Properties, Inc.
Target Audience:	Guidance and administrative personnel are the primary audience.
Subject Matter:	Methods of developing career guidance programs are detailed.
Description:	This counselor/administrative aid is meant to be a time-saver for those involved with establishing vocational guidance programs. It outlines a step by step process for developing, implementing, and evaluating new programs, and may also be used to improve existing programs. The manual is in paperback form.
Date of Publication:	December 1974.
Geographic Orientation of Information:	The manual has national applicability.
Cost to User:	Each manual costs $9.95.
Equipment Required:	No new equipment is needed to use the book.
Accuracy and Revision:	It has not been updated.
Contact for Further Information:	Educational Properties, Inc. P.O. Box D.X. Irvine, CA 92664
Documents Available on Microfiche from CEDIS:	CG 101 – "Getting Started in Career Education," 2 pp.

centers

III. CAREER GUIDANCE CENTERS

Development of Career Guidance Centers

There has been a trend in recent years toward the coordination and integration of all career guidance services offered by a school or a community agency into a single physical setting. Several states, particularly California and Pennsylvania, have developed successful working models of such multi-purpose career guidance centers.

Existing career guidance centers differ widely in terms of their goals, orientation, and design. Some are similar to libraries in that they emphasize the collection and maintenance of resources in career guidance. Some stress data development and place major emphasis on research. Some operate on a student-initiated walk-in basis, while others require prior scheduling of appointments in order to ensure that all users receive personalized attention. Most existing centers are located in school buildings and serve primarily as service centers for junior high and high school students, but a few centers operate in a setting removed from the local school building and provide services to all community residents, including younger children, school dropouts and adults. Many centers provide a combination of these various operational modes.

The current career guidance planning effort in Massachusetts is designed to promote and encourage the coordination and integration of guidance services at the local level, and the development of community-based career centers which can serve as the focal point for the provision of a complete range of career services to all community residents by drawing upon various community resources.

Staffing of the Centers

Just as existing career guidance centers differ in their size and capacity, so do the staffing patterns utilized in operating the service delivery functions of the centers. The most comprehensive centers now in operation are those which have been developed in school settings and use the school's regular guidance personnel as the core professional staff for the center. In many instances, the professional guidance staff are complemented and augmented by full-time or part-time paraprofessional staff who provide a variety of services to users of the center. These services include basic information acquisition, cataloging and dissemination of information, assistance in operation of audio-visual and other aids, maintenance of equipment, and so on. A few career centers also make use of students as members of the staff to perform peer counseling and other student-oriented activities. The most sophisticated career centers make maximum use of community resource persons, such as local businessmen, labor union personnel, local Employment Security employees, and staff from community human service agencies.

An excellent description of the training and use of paraprofessional staff in career guidance centers is provided in

Paraprofessionals in Occupational Resource Centers, a report on a training project conducted by the Amherst-Pelham Regional Schools in Western Massachusetts between 1972 and 1974.

Organization of Summaries

The summaries of existing career guidance centers are organized into the following two categories:

1) Examples of centers currently in operation within Massachusetts
2) Citations of selected model centers located in other states

There are at least twenty-four centers currently in operation in the Commonwealth. A few of these centers are cited as examples of how local educational agencies in Massachusetts have begun to implement the career guidance center concept by tailoring the design of the center to address local needs. Further information on these centers may be obtained by contacting the guidance directors in those schools.

Information listed on career guidance centers includes location, target audience, staffing, costs of operation, geographic area served, funding sources, a contact person for further information, major sources of information used, a brief description of services provided, and documents available on microfiche from CEDIS.

MASSACHUSETTS CENTERS

RESOURCE CENTER

Location:

Attleboro Comprehensive High School,
Attleboro, Massachusetts

Target Audience:

The center serves the high school's students, faculty, and administration.

Services Provided:

The Resource Center is staffed by a paraprofessional whose title is Guidance Assistant for Occupational and Career Resources. The Guidance Assistant meets with students in individual counseling sessions, seeing 10-25 students per day in one-to-one sessions. The sessions are tailored to the individual student's needs as determined by where he or she is in his or her search. The center uses such resources as the Kuder Profile, Ohio Vocational Interest Surveys, Strong-Campbell Interest Surveys, Temperament Checklist, the Occupational View Deck, occupational briefs, reference books, A-V career materials, as well as post-secondary school directories and college catalogs. All available data on local career opportunities are on file in the center.

Students are referred back to their guidance counselors for assistance in the decision-making process.

Small groups and total classes use the center to research career profiles.

In addition to the consultation duties, the Guidance Assistant works with faculty members in designing mini-units on career exploration or preparation. These units incorporate career education and guidance into the classroom learning environment and small group guidance sessions. The center offers a series of "Career Conferences" in which students increase their knowledge of the world of

work through dialogues with people about their jobs, or through on-site job visits.

Staffing:

The center is maintained and supervised by a paraprofessional member of the Guidance Department.

Geographic Area Served:

Although the center is primarily for the high school, its services have been extended to the Attleboro middle schools and to post-graduates of Attleboro High School, as well as members of the community.

Major Information Services Used:

The center utilizes career briefs, reference books, A-V materials, Kuder Profiles, the Occupational View Deck, and college and post-secondary school catalogs, as well as available data relative to local career opportunities.

Contact for Further Information:

Mrs. Barbara Churchill
Guidance Assistant for Occupational and Career Choice
Attleboro Comprehensive High School
Rathbun-Willard Drive
Attleboro, MA 02703
(617) 222-5150

Documents Available on Microfiche from CEDIS:

This center was cited in "Paraprofessionals in Occupational Resource Centers" which is available from CEDIS Data Bank. This document includes descriptions of 25 occupational resource centers staffed by paraprofessionals in Massachusetts, 101 pp.

CAREER EXPLORERS

Location:

Boston Council, Boy Scouts of America
Boston, Massachusetts

Target Audience:

Anyone between the ages of 14 and 20.

Services Provided:

With the help of local companies the Boston Council has set up "Special Interest Posts" for Career Explorers which investigate sports, banking, business administration, law enforcement, mechanics, journalism, and other career opportunities. A sponsoring company assists the explorer post by providing tours, lectures, and work experience related to the profession being investigated by the youths.

Potential Career Explorers come to the program through the Career Interest Survey conducted in most of the city's high schools every year. Some interested students are referred through high school guidance counselors.

Geographic Area Served:

Greater Boston area.

Cost to User:

Except for nominal dues, expenses are set by each Explorer unit, usually to cover costs for trips or meals.

Contact for Further Information:

Joseph P. Savignano
Director of Exploring
Boston Council
Boy Scouts of America
891 Centre Street
Boston, MA 02130
(617) 522-4000

CAREER CENTER

Location: Brookline High School
Brookline, Massachusetts

Target Audience: The Career Center disseminates information to the students of Brookline High School.

Services Provided: This center distributes resource information on careers and training programs, does interest testing, and shows career films during lunches and after school.

Staffing: The center is staffed by one part-time faculty member. The rest of the staffing is provided by students, working 6 hours a week either as volunteers, for class credit, or on a paid basis. Student salaries come from Manpower funding. They are assisted by a volunteer located through the Town Coordinator of Volunteers.

Geographic Area Served: Town of Brookline, Massachusetts.

Funding Source: The Career Center is supported by funds from the school's Guidance Department budget, library budget, and the Headmaster's discretionary fund.

Cost to User: None

Major Source of Information: Career guidance information comes from a variety of sources, including: Chronical Guidance Occupational file: Largo Desk Top Careers: Encyclopedia of Careers: Vocational Biographies (see Section I, Resources); Non-Traditional Careers for Women: Working in Crafts; 2- and 4-year college catalogs, training school catalogs, and various free materials organized and filed under 15 career clusters.

Contact for Further Information:

Ms. Barbara Reinhold
Career Center
Brookline High School
115 Greenough Street
Brookline, MA 02146

Documents Available on Microfiche from CEDIS:

CG 203 – A collection of materials from the Career Center, 8 pp.

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CAREERMOBILE

Location:

Blue Hills Regional Technical School
Canton, Massachusetts

Target Audience:

All students in grades 5-7.

Services Provided:

The project operates out of a specially designed mobile trailer equipped with sixteen sound-on-slide presentations on specific occupations, running approximately four minutes each. Each booth has a projector unit as well as earphones for the viewer. The ten major occupational clusters now comprising the unit's slides are: Automotive, Health, Construction, Graphic Arts, Electro-Electronics, Business, Architectural Design, Metal-Machine Manufacturing, Data Processing, and Advertising Art and Design.

School visitations by the Careermobile are scheduled for the middle schools one year in advance. Students are made aware of the coming visit and may make an appointment. Students are scheduled in groups of twelve to sixteen and are grouped by class with half the class attending the Careermobile at one time.

Staffing:

The staff from the Blue Hills Regional Technical School includes: a media technician who oversees the operation of the equipment, a learning resource specialist who researches and broadens the presentations, and a career counselor to discuss career clusters and jobs with visitors.

Geographic Area Served:

The Careermobile services students in the Massachusetts towns of Avon, Braintree, Canton, Holbrook, Norwood, Randolph, and Westwood.

Cost to User:

None.

Funding Source:

A grant from the Division of Occupational Education, Massachusetts Department of Education to the Blue Hills School Committee supports the Careermobile.

Contact for Further Information:

Superintendent-Director
Blue Hills Regional Technical School
100 Randolph Street
Canton, MA 02021

OCCUPATIONAL RESOURCE CENTER

Location: Hadley, Massachusetts

Target Audience: The Occupational Resource Center is used by the students in grades seven to twelve of Hopkins Academy. Some services are extended to all students.

Services Provided: The primary purpose of the Occupational Resource Center is to increase awareness of career information. The center coordinator meets with junior high students to help clarify their concepts of vocations and make necessary decisions about high school courses. High school juniors are counseled to determine how well they are preparing to make career choices. Seniors are provided with information in order to make good choices.

The coordinator visits classrooms to introduce new career guidance materials to students. The coordinator is also responsible for assisting teachers who wish to incorporate career education into their classrooms by providing them with necessary information and materials.

The center administers vocational interest tests, participates in the planning of Career Days sponsored by the Northampton Chamber of Commerce, and organizes field trips to vocational schools and colleges.

Staffing: One full time Career Coordinator.

Contact for Further Information:

Mr. Ronald Moyer
Cooperative Diversified Occupations Coordinator
Hopkins Academy
Russell Street
Hadley, MA 01035 – Tel: (413) 584-1106

Documents Available on Microfiche from CEDIS: CG 201 – This center is described in "Paraprofessionals in Occupational Resource Centers," which is available from the CEDIS Data Bank. This document includes descriptions of 25 occupational resource centers staffed by paraprofessionals in Massachusetts, 101 pp.

CAREER INFORMATION CENTER (CIC)

Location: Medford, Massachusetts

Target Audience: The center is used by high school students, grades nine to twelve, faculty and administration.

Services Provided: The Career Information Center is located in Medford High School's Resource Center. It contains information resources on the world of work in general, specific careers and occupations, higher education, opportunities for women and minorities, all branches of the military, careers in government, and scholarship and financial aid. The CIC is a Guidance Department service and is separate from, but coordinated with, the functions of student placement and work-study. The center also serves as a meeting place for MHS students and visiting college and university representatives.

Materials from the CIC are available for exhibit at career fairs held at the high school, junior high schools and the local hospital. Last year's National Career Guidance Fair was attended by approximately 1,000 students at Medford High.

Staffing: The center is operated by one paraprofessional.

Geographic Area Served: Medford High School, Medford parochial schools, MHS Post Graduates and adults referred through the Community Schools Program.

Major Source of Information Used: The center employs resources such as the Guidance Information System (GIS), (see Section III, computerized Career Guidance Systems); "Career Tapes and Filmstrips"; Dictionary of Occupational Titles (D.O.T.); Occupational Outlook Handbook; Career World Magazines; SRA Occupational Kit; Encyclopedia of Careers & Vocational Guidance; Project Career Task Outlines; King's Popeye Series; and many other pamphlets and handbooks.

Contact for Further Information:

Ms. Carol Sharpton
Career Information Center
Medford High School
489 Winthrop Street
Medford, MA 02155
(617) 396-5800 Ext. 305

Documents Available on Microfiche from CEDIS:

CG 201 – This center is described in "Paraprofessionals in Occupational Resource Centers" which is available from the CEDIS Data Bank. This document describes 25 occupational resource centers staffed by paraprofessionals in Massachusetts, 101 pp.

CAREER INFORMATION CENTER

Location:

Milford Comprehensive High School
Milford, Massachusetts

Target Audience:

Student body of Milford High School and the general community.

Services Provided:

The Career Information Center is engaged in programs of testing as well as occupational exploration. Freshmen are given an orientation to the resources and materials at the center. Faculty members form Career Education Committees which are involved in curriculum development that integrates Career Education concepts into the curriculum.

The Career Information Center is engaged in "Project Work" in which students spend time in the community to explore occupational interests within various businesses.

The Milford Assistance Program, an accredited alternative school, collaborates with the center in servicing members of its program.

Staffing:

The Center is staffed with one Occupational Education Counselor, one paraprofessional, and one clerical assistant.

Geographic Areas Served:

Milford, Massachusetts.

Cost to User:

None.

Funding Sources:

Funding for the original center was furnished by the Division of Occupational Education under a federal grant. Milford was chosen as one of the three schools to inaugurate a Career Education

program four years ago. The center is now funded by the Guidance Department at Milford High School.

Major Source of Information Used:

Materials in the center include audio-visual materials from major publishers, books dealing with occupations, and an open file system made up of free materials from various professional and technical associations.

Contact for Further Information:

Mr. Edward Cottier
Occupational Education Counselor
or
Dr. John DeSalvia
Director of Guidance
Milford High School
West Fountain Street
Milford, MA 01757
(617) 473-0018, Ext. 217

CAREER GUIDANCE RESOURCE CENTER

Location:

Newton North High School
Newton, Massachusetts

Target Audience:

The entire high school, students and staff, have access to the Career Center.

Services Provided:

Newton High School's Career Guidance Resource Center was established in 1966. The center offers comprehensive career information via the use of a broad collection of career guidance resources.

Services to students focus on occupational and educational information and planning, using the resource collection as well as actual activities sponsored by the center to encourage career planning. A series of career conferences, on a single career or a career cluster, is an ongoing project. In addition, arrangements are made for on-site visits to jobs for students individually and in small groups. The center also offers some job and field experience placement services.

The center publishes a newsletter of new programs, research studies, and information for use by the counseling staff. The staff also assists teachers in planning career education units for their curriculums.

The center has a large collection of career guidance resources and uses parent volunteers to assist in running the center.

Staffing:

An information specialist administers the center's programs, assisted by a part-time counselor, one counseling graduate student intern, one paraprofessional, work-study students, and parent volunteers.

Geographic Area Served:	The center serves Newton, Massachusetts.
Cost to User:	Services are free except for computer scoring of interest tests.
Contact for Further Information:	Myra Trachtenburg Counselor in Charge Career Guidance Resource Center Newton High School Newtonville, MA 02160 (617) 964-8910 Ext. 362
Documents Available on Microfiche from CEDIS:	CG 203 – "The Information Specialist," a brief prepared for INFORM, 2 pp.

COUNSELING SERVICE CENTER
(Counseling YMCA Affiliate, Inc.)

Location:	Woburn, Massachusetts
Target Audience:	Teenagers and adults can receive vocational and other counseling services at the center.
Services Provided:	The bulk of counseling services are in marriage, family, personal, industrial, and retirement counseling and planning. The center also works with some high schools that do not have adequate guidance counseling staff and who refer students to the center. Career counseling services are designed to give direction for those who are trying to choose a career or who want to change careers. The center uses a battery of psychological, aptitude, interest, learning ability, and personality tests. Counselors also conduct growth group seminars that deal with vocational opportunities and employment. The emphasis is on the career planning aspect of personal growth.
Staffing:	The Counseling Service Center employs four professional and one paraprofessional staff members.
Geographic Area Served:	Most of the center's clients are in the eleven communities in the north suburban area surrounding Woburn. However, clients have come from other parts of Massachusetts and New England.
Cost to User:	Complete testing and counseling at the center is $70.00. A single interview is $15.00. Initial interviews carry no charge.

Funding Source:

The Counseling Service Center is supported entirely by fees from its clients and public contributions.

Major Sources of Information Used:

The center uses the Dictionary of Occupational Titles, Occupational Handbook, government labor market publications, the Job Bank of the Department of Employment Security and the Chamber of Commerce in Career Guidance Institute.

Contact for Further Information:

A. Flagler Fultz, Executive Director
Counseling Service Center
19 Campbell Street
Woburn, MA 01801
(617) 933-4044

Documents Available on Microfiche from CEDIS:

CG 203 – Counseling YMCA Affiliate. Brochure, 2 pp.

OUT-OF-STATE CENTERS

SAN DIEGO CAREER INFORMATION CENTER

Location: San Diego, California

Target Audience: This center is used by students from grades seven through twelve, faculty, administration, and adults in the community.

Services Provided: The center provides a comprehensive program for its users, including: 1) A mobile program consisting of two vans each staffed with a career counselor and a counselor aide providing job training information, counseling. testing, referral services, and data on educational and vocational training programs, to adults and out-of-school youth throughout the county, 2) A dial-a-career program designed to enable youth and adults in San Diego County to obtain both verbal and written career information in English or Spanish, and a bilingual telephone service available to residents of the county having questions on educational and vocational training opportunities and job information, 3) The county-wide administration of the Ohio Vocational Interest Survey (OVIS) and, 4) A comprehensive in-service program to assist local school district staff in keeping abreast with the rapidly changing career guidance field including the use of nationally recognized specialists in career guidance as well as locally prepared career development materials.

As needs arise and are identified within the community, various other materials are prepared and distributed to assist the career guidance efforts throughout the county.

Staffing: The center is operated by six professionals, three paraprofessionals and five support staff personnel.

Geographic Area Served: San Diego County in its entirety.

Major Information Services Used:

The center employs a comprehensive collection of resources including the Computerized Vocational Information System (CVIS) for which the center has generated considerable local information; a Career Information Directory developed by the center and listing career assistance available to schools from over 150 San Diego businesses and industries; Project VIEW, Vital Information for Education and Work, containing up-to-date local and state information; a task analysis inventory listing employers and schools, skills and competencies; and a career competency survey to compare the needs of counselors, teachers, administrators and paraprofessionals in the county.

Contact for Further Information:

Dr. Edwin A. Whitfield
Project Director
Career Information Center
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, CA 92111
(714) 278-6400, Ext. 371

DIVISION OF COOPERATIVE EDUCATION

Location: Baltimore, Maryland

Target Audience: The work-study program is designed for students in Baltimore's high schools, special education schools, and vocational schools. Eighteen schools participate in the program.

Services Provided: This work-study program offers paid work experience in conjunction with a regular school program. Senior high school and vocational high school students elect to join the program and are placed with local employers in their senior year. Special education and general vocational education students may elect to join the program any time after their sixteenth birthday. The entry level jobs pay between $2.00 and $4.00 an hour. The jobs are scheduled into the school day and a special class schedule has been established to ensure that students do not have to substitute work for classroom experiences. The program also offers placement for school drop outs and graduates for up to one year after termination of studies. Approximately 2,000 students participated in 1974. Most of these students are terminating formal education and a good many remain on the job after leaving the program. Work-study opportunities for the college-bound student are reported to be limited.

The work-study associate in each high school screens and interviews student applicants. Good attendance and passing grades are prerequisites for entry into the program. The work-study associates are also responsible for recruiting and developing jobs in most companies. The city's larger employers are contacted by the project coordinator to avoid duplication of efforts. Employers generally are referred twice as many applicants as they expect to hire.

Staffing:	There is at least one work-study associate in each secondary school. Many schools have two or three paraprofessionals, bringing the district total up to 34.
Geographic Area Served:	The students are placed in jobs in Baltimore.
Cost to Users:	Students are paid by the employer.
Funding Source:	The project is funded by the City of Baltimore.
Major Source of Information Used:	The program's success in placing students depends largely on cooperation from local businesses and industries, the Chamber of Commerce, manpower agencies, and the State Department of Labor job bank. The general job market information is provided by using a VIEW program (see Section I, Resources, for full description of VIEW programs).
Contact for Further Information:	Coordinator Division of Cooperative Education Baltimore Public Schools Baltimore, MD (301) 396-6628

CAREER EDUCATION PROJECT K-14

Location:

State Fair Community College
Area Vocational School
Sedalia, Missouri

Target Audience:

The Career Education Project services students and school personnel in elementary, junior and senior high schools, area vocational schools, and a community college in a three-county, non-urban area within a 35-mile radius of Sedalia, Missouri.

Services Provided:

The project seeks to provide overall guidance and counseling, emphasizing self-awareness, attitude toward work, and career decision-making skills. There is a separate program for each schooling level.

The elementary school program concentrates on career awareness. Teachers use commercially produced resources to develop packaged instructional units for use in the classroom.

The junior high school program stresses career orientation and exploration. The students are introduced to the world of work through on-the-job experiences and by hearing lectures by community resource people. Local teachers and school personnel also use resource materials available in the Career Education Library on the State Fair Community College campus.

The secondary school part of this program, which serves grades ten through twelve is concerned with general career preparation. It uses a career cluster concept to provide students with flexible career options at the high school level and to provide employers with entry-level workers for a wide range of occupations. The cluster curriculum is expected to be completed in 1976. Secondary

schools also participate in placement activities. There is a specialist for job development, placement, and follow-up, who establishes and coordinates placement services. Placement activities extend to part time work for those in school, fulltime work for those no longer in school, and to further training for those enrolled in higher and post-secondary education.

A Directory is published listing the guides and materials that are available from the Career Education Project. These materials include a Career Education newsletter, a job placement directory, and a number of booklets and resources to help the counselors, teachers, project directors, job-placement specialists and administrators involved in the project, and also some resources to be used by the students involved.

Geographic Area Served: The project directly services only the Sedalia area.

Funding Source: Funding is derived from a federal grant under Part D, Public Law 90-576.

Contact for Further Information:
Dr. James L. Navara
Associate Director of Career Education
State Fair Community College
Sedalia, MO 65301

Documents Available on Microfiche from CEDIS: CG203 – "Guides and Materials Available from Career Education Project," 11 pp.

PROJECT OCCUPATIONS

Location:

East Central Junior College
Union, Missouri

Target Audience:

This center serves economically disadvantaged and handicapped adults.

Services Provided:

Project Occupations provides aptitude evaluation, counseling, job training and placement assistance to its clients. The job training programs have been developed by project staff with the assistance of the industrial community to place people in jobs in the area. The training program utilizes videotape, film loops, slide presentations, hands-on training, mock-ups, and pictorial drawings. The length of the training period may vary from one day to three weeks.

In its first four years of full operation the project placed more than 700 people in jobs. Applicants are pre-screened and then accepted into the program after a suitable job opportunity opens up.

Geographic Area Served:

Clients come to the center from Franklin County and parts of Crawford, St. Charles, Warren, and Washington counties in Missouri.

Cost to User:

Theryis no charge for this service.

Funding Source:

The current source of financial support is primarily federal funds from Part 102b of the 1968 Vocational Education Amendments.

Contact for Further Information:

Mr. Eugene A. Withrow, Director
Project Occupations
East Central Junior College
Box 529
Union, MO 63084

Documents Available on Microfiche from CEDIS:

CG202 – "Methods and Problems of Training and Employing the Economically disadvantaged," 16 pp. (Second Printing).

systems

IV. COMPUTERIZED CAREER GUIDANCE SYSTEMS

How Computerized Systems Work

A computer-based system is the most sophisticated method of delivering career guidance information. Its capacity to retrieve, store, sort, and compare information gives a computerized system the potential to make career data more meaningful. Since it allows users to interact with the data, it can be used in the decision-making process of career guidance. However, system costs and potential results need to be considered very carefully before any investment is made in this technique.

Computerized systems allow for student interaction within an established format. In some computerized systems, students can receive information only by going through the program in the set sequence, while in others students can obtain available information at will. In systems having direct access capabilities, a user can interrupt the program at any point and request specific information.

To initiate interaction with a system, a student goes to a designated computer terminal and uses a telephone hookup to get "on line." A student types his or her input onto a teletype and receives information on a television-like viewing screen or in paper printout format. Most inputs from students are decision factors: level of education desired, wages required, interests, skills, etc. Systems will generally evaluate this input and use it to select and display information on a group of occupations that fit student requirements. A selected amount of the information is often available in a paper print out form that can be taken away from the terminal for further study, with or without counselor assistance.

Since a computer can process information much faster than the user can submit it, most systems take advantage of the money-saving time-sharing technique. This allows the computer to accept input from multiple sources. In addition to saving money, this technique allows a number of students to receive guidance information almost simultaneously, assisted by only one counselor or paraprofessional.

The geographic orientation of a system is determined by its use of national, regional, or local data. It has been pointed out that many job-seeking secondary school students are concerned mainly with the local market. Therefore a program that relied exclusively on national data would be less useful for these students.

An important factor in computerized systems is the ability to provide information which is both accurate and up-to-date. In an effective system, data are checked and revised regularly. Another important consideration is whether the system accepts information from the user school to help with individual student decision making (e.g., test scores, grades). School input gives a system the capability to consider abilities together with student interests and requirements as it interacts with a student who is interested in making educational and/or occupational choices and decisions.

Application of Computerized Systems

It is important to realize that no computer can decide what occupation would be best for any student. A computer can only indicate, on the basis of the information given, what occupations meet programmed conditions. A final solution to the process of career choice often involves personality factors that a data bank can only approximate. A computer-based system should always be used in conjunction with a good counseling program. When used in this way, it can facilitate the distribution of more comprehensive information and make the process of isolating satisfactory possibilities more efficient, while the counseling and guidance processes will help in the initial and final stages of decision making.

Systems in Massachusetts

Complete data are available on neither the number of computerized career guidance systems currently operational within Massachusetts nor on the out-of-state systems which have been adapted for use by local educational agencies. It is known that several local educational agencies, both secondary and post-secondary, having access to computer facilities have acquired tapes of occupational data and are using these programs in conjunction with their career guidance counseling systems. A comprehensive survey of in-state computer capability in the career guidance field needs to be conducted.

A research and development project in the computerization of occupational information for the Commonwealth will begin early in 1976 as a combined effort by the Massachusetts Executive Office of Economic Affairs, the Division of Employment Security and the Department of Education. This project, funded by the U.S. Department of Labor, should result in the development of a comprehensive, current data bank of occupational opportunities and training requirements which will be available for access from remote computer terminals throughout the state. Such a system, when operational, could become a vital component in a statewide system of career resource centers.

Organization of Summaries

The salient features of a selected group of systems are summarized in this Directory to permit the readers to evaluate and investigate interactive computer-based career guidance systems now operating in other states. Information on these systems has been categorized under topic headings which include target audience, subject matter, a brief description of the system, presentation mode, geographic orientation of the data, costs to users, current operational use, and the contact for further information.

COMPUTER-BASED GUIDANCE SYSTEMS

SUMMARIES

CAREER INFORMATION SYSTEM (CIS)

Target Audience:

The system is used in secondary schools, community colleges, four-year institutions, and social agencies involved in career planning assistance in Oregon and several other states.

Subject Matter:

CIS facilitates career planning and decision making by providing the user with updated labor market and educational information.

Description:

CIS is the computer-based information retrieval component of the Oregon Career Information System located at the University of Oregon in Eugene. The system utilizes three delivery modes: 1) information from a computer terminal, 2) a needle-sort version, and 3) computer printouts in book form.

To use the system, a user may select from any number of approaches to the kind of information desired (labor market, educational training programs, or school). Or, one may answer the QUEST questionnaire, an occupational search process that assists in relating interests, aptitudes, job location, and other occupational preferences to the characteristics found in particular occupations. The computer makes selections from a memory log of occupations on the basis of the user's responses which are easily changed as the user changes responses. The selections are presented in occupational groupings so the user not only sees particular occupations but how they tend to group together. In addition to short precise statements about occupations, files have been added that describe how people prepare for particular occupations, name people in local communities to visit, cite high school subjects that relate to clusters of occupations, and list community career exploration activities (e.g. Scouting explorer posts).

Information Presentation Mode:	The computer presents information in tabular and narrative printout form. Computer printouts in book form are produced several times a year and distributed to guidance centers, libraries, and areas visited by the public.
Access to Information:	Open access; any kind or amount of information can be obtained at the user's request.
Geographic Scope of Information:	The system has regional and state-wide information with some references made to national data. The Oregon version covers about 95 percent of the employment and all of the post-secondary training programs and schools in the state. Extensive content revision of the information files was necessary to ready the system in other states (Iowa, Colorado, Washington and Tennessee).
Cost to User:	Costs are estimated to be between $2.00 and $3.00 per user for the computerized version; much less for the manual needle-sort delivery.
Equipment Required:	A needle-sort deck or computer terminal is required.
Accuracy and Revision :	There is continuous update and review of all files in CIS. This system requires a research staff to keep the content current and a field staff to assist user institutions and agencies with implementation.
Referrals to Additional Information:	The system makes many referrals.
Inputs Accepted for Decision Making Process:	No school inputs (test scores, grades, etc.) are programmed into the system. However, the computerized version does have a statistical program that collects user input by school or institution, thus producing a complete record of which occupations, educational programs and characteristics about schools were investigated by users. Such a record has been helpful in planning new curriculum as well as general guidance management.

Current Use:	CIS is used by approximately 200,000 individuals each year in Oregon. Usage in other states is not available at this time.
Contact for Further Information:	John S. Clyde, Director of Member Services Oregon Career Information System 247 Hendricks Hall University of Oregon Eugene, OR 97403 (503) 686-3872

COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS)

Target Audience: CVIS is designed for secondary school students, counselors, and administrators.

Subject Matter: The system covers vocational exploration at the junior high school and secondary school level and includes vocational guidance information on almost 400 occupations. It also offers information and search on four year colleges, technical and specialized schools, student financial aid, the military, and local job opportunities. It also has subsystems that 1) allow retrieval of information files including student records and school master schedules, 2) revise these school data and student files, 3) provide computerized class scheduling, and 4) provide for computer-assisted instruction.

Description: The Computerized Vocational Information System is a software package developed by the staff of Willowbrook High School, Villa Park, Illinois. Financial support for the project came from the Illinois Board of Vocational Evaluation and Rehabilitation, the College of DuPage, and Community High School District 88.

Students and administrators use the system by interacting with a cathode ray tube (CRT) computer viewing screen. As many people can work as there are terminals available. No supervisory person is needed other than to make appointments.

The vocational exploration subsystem of CVIS is of special interest to this study. When a student begins to use CVIS, this subsystem provides a review of his/her test scores, interests, and cumulative grades. The system then accepts a choice of level of training and interest field from the student and proceeds to use this input in conjunction with the occupational possibilities. Also

provided is an assessment of how well the student's choices fit his/her abilities. In addition to this information, the student can receive 50-word definitions and 300-word descriptions of any occupations on his/her lists.

The apprenticeship system informs students of the apprenticeships available in local companies. There is a local job subsystem which assists students in making job selection decisions. Students play a job selection game with the computer by manipulating fifteen variables relevant to job choice. The student picks a job category and then receives a list of employers in DuPage County who offer entry positions in that category. Schools may adapt this basic program to their own local requirements.

CVIS also includes systems on student self-exploration, college planning, military information, course selection, technical and specialized schools, and some junior high vocational exploration systems.

Information Presentation Mode:

Originally, CVIS used a cathode ray tube terminal plus a printer. Some CVIS sites have modified the program for use on teletype terminals.

Geographic Scope of Information:

Institutions interested in importing CVIS should be prepared to make modifications in the system in order to make it relevant to their regions.

Cost to User:

CVIS is now available to non-profit institutions and agencies for $900-1000, depending upon the particular version needed. It is also available to profit making organizations for an annual lease fee, rather than purchase. Operating costs would depend on the number of terminals and students as well as accessibility to computer facilities and availability of staff time.

Equipment Required:

CVIS requires a telephone line, cathode ray tube terminals, a printer, and a central processing unit. The system uses IBM's Basic Teleprocessing Access Methods on the IBM 360/30, 360/40, or 370 central processing unit.

Accuracy and Revision:

The CVIS Consortium, Inc., a group of CVIS users, subcontracts with other agencies for the update of the two national data files: four-year colleges and occupations.

Project DISCOVER, a computer-based career guidance and counselor support system, is under development by CVIS and will be ready for distribution in September 1976.

Referrals to Additional Information:

CVIS does not make referrals to outside sources.

Inputs Accepted for Decision Making Process:

The system does accept student test scores, interests, and cumulative grades from the user school.

Current Use:

CVIS is used in more than 250 schools in the nation, including secondary schools, community colleges, technical institutes, and four-year colleges.

Contact for Further Information:

CVIS Distribution Center
Carroll Hall
Western Maryland College
Westminster, MD 21157
(301) 848-1113

EDUCATIONAL AND CAREER EXPLORATION SYSTEM (ECES III)

Target Audience:

The system is intended for high school and community college students.

Subject Matter:

The ECES system permits interactive study of six topics in six separate components: 1) Personal Awareness, 2) Career Exploration, 3) Personal Clarification, 4) Career Decision Making, 5) Personal Internship, and 6) Career Planning. Students explore 360 occupations, 300 post-secondary programs of study and 2000 colleges and vocational-technical schools. Students receive feedback on personal charts.

Description:

ECES begins with an orientation of the system in the Personal Awareness component. In this orientation session, the student learns how occupations are classified and enters self estimates of his interests, aspirations, work values and abilities into the computer.

ECES offers three different search strategies and computer feedback which enable the student to increase the number of occupational alternatives. Students can explore occupations, post-secondary programs of study, vocational-technical schools, and colleges. As the students experience these environments via a series of descriptions, quizzes, and pictures of on-the-job scenes, their responses are stored and simultaneously placed into a chart format that can be printed upon request. Students also learn career decision making skills, make reassessments of their choices during the internship component, and receive printed personal career plans.

ECES was originally developed by the Advanced Systems Development Division of IBM. IBM has discontinued development of the project and it has been placed in the public domain.

Information Presentation Mode:	The system provides images and instructive messages from a set of 200 color microfiche which are inserted into a microfiche reader by the student. The student also uses a cathode ray tube (CRT) computer terminal to interact with the computer by entering responses on the CRT keyboard and receiving instructional messages on its screen. Charts and information are available with a CRT printer.
Equipment Required:	The system uses an IBM 370 computer, a Hazeltine 2000 cathode ray tube, a Hazeltine printer, and a microfiche reader.
Current Use:	ECES has been field tested in Genesee County, Michigan, and is now in operation in four counties.
Contact for Further Information:	Alva E. Mallory, Jr., Director Vocational Education and Career Development Services Genesee Intermediate School District 2413 West Maple Avenue Flint, MI 48507
Documents Available on Microfiche from CEDIS:	CG 302 – ECES III Brochure, 2 pp. "ECES III: The Career Development System," 9 pp. ECES III Project Description, 4 pp.

GUIDANCE INFORMATION SYSTEM (GIS)

Target Audience: GIS was developed for student use from age twelve through adult.

Subject Matter: The system provides information on 4-year colleges, 2-year colleges, financial aid, and occupations in three separate programs. The information is used in career decision making.

Description: GIS is now offered by the Time-Share Corporation in cooperation with Houghton-Mifflin Company. To use GIS, the student signs on and asks to use one of the three files (occupational, 4-year college, or 2-year college). The student first lists a characteristic that his/her school or occupation must have. The computer will then respond by printing the number of jobs or schools that have this characteristic. By repeatedly adding to the list of required characteristics, the student can use the computer to narrow the field of possibilities. At each stage the computer will indicate how many organizations offer all of the qualities desired by the student. He/She is free to delete characteristics at any point. In addition, the computer can be instructed to delete from the list organizations that have an undesirable characteristic. Another option is to ask for occupations or schools that have at least one of two paired characteristics. There is a self-explanatory Student Guide which contains all the characteristics and instruction codes which are necessary for interaction with the GIS. It is used by the students during their search.

After a student's list of occupations or colleges has been reduced to 25 or less, he/she can request that it be printed. In the school files a list includes "mini-catalog" information detailing special programs offered, and tuition and fees for each school. In the occupation file a list includes a brief job description of duties and requirements, a list

of related jobs that also can be "listed" by GIS, and a reference of places to get more information. At any time, the computer can be instructed to check to see if a particular job or school is still on the list without printing the list in its entirety. The computer can also print a list of all the characteristics already chosen by a student. There is no limit to the number of characteristics a student can specify.

Time-Share Corporation is currently developing Guidance Information System II (GIS II), a completely integrated system which will provide career education and occupational information with full relevance to regional occupational factors. The system, which utilizes a data base of information on the computer, supported by materials such as microfiche, sound film strips, etc., is flexible and can be modified easily because of its modular structure.

Information Presentation Mode: The GIS system uses a standard computer terminal to print information. The data is in either tabular or question and answer form. The printout can be taken away from the computer for later study, either with or without counselor assistance.

Access to Information: Student users can ask for information at any point in the sequence, and they are allowed to retrace or skip steps at will.

Geographic Scope of Information: This system uses both national and regional data.

Cost to User: The GIS system can be tailored to individual needs and therefore the cost to user must be negotiated. GIS is available as both hardware and software packages. For schools without time-sharing computers a hardware package can be designed. Schools that already have time-share computers can rent the "software" GIS program and install it in their own equipment.

Equipment Required:	GIS uses a standard computer terminal (on a time-sharing basis) with a business phone hook-up.
Accuracy and Revision:	Data is updated every six months.
Referrals to Additional Information:	The occupational file makes referrals to sources with additional information for each job listed in the file, as well as related multi-media material.
Inputs Accepted for Decision Making Process:	The system does not accept inputs from the user school.
Current Use:	GIS is used in approximately 1200 high schools in the U.S.
Contact for Further Information:	Charles A. Morrissey Guidance Information System 630 Oakwood Avenue West Hartford, CT 06112 (203) 522-0136
Documents Available on Microfiche from CEDIS:	CG 302 – GIS Brochure, 12 pp. Selections from the "Student Study Guide," 4 pp.

MILWAUKEE COMPUTERIZED VOCATIONAL GUIDANCE SYSTEM (VOCGYD)

Target Audience:

The system is designed for student use in grades seven through twelve.

Subject Matter:

VOCGYD seeks to provide computer-based activities in all areas of career planning.

Description:

VOCGYD contains both primary and auxiliary programs. The primary programs help students narrow the field of career choices. The three primary programs narrow the list of occupations from the original total of 1,112.

The Test Score Screening Program uses test scores to choose a career that is both interesting for the student and compatible with his/her abilities.

The Participant Free-Lance Screening allows six to eight persons to work on a single console. By choosing one of eight screening criteria, each participant can receive a detailed explanation of that criterion. The computer asks the students a series of six to seven questions to discover the relationship between their interests and job requirements. The program proceeds to search for occupations. This program can be used by individuals as well as groups.

In every primary program a short description of the suitable occupation is presented. For each program a Career Success Index (CSI) is used to screen out unsuitable occupations. The CSI is computed in each program by using the relevant input to compute the probability of success. This probability index is used to screen occupations,

the end result being a list of four or five occupations with an average or better probability of success. This allows intensive study of a few occupational choices that match abilities and interests.

The program will be redesigned during the 1975-1976 school year. In addition, seven films have been produced as an introduction to the computer program, covering the areas of decision-making in relation to occupational choice.

Information Presentation Mode: The system presents information in printout form.

Geographic Scope of Information: The information has national relevance.

Equipment Required: The basic program uses teletype and printer, although variations incorporating overhead projector or cathode ray tube are available.

Inputs Accepted for Decision Making Process: VOCGYD accepts school input in the Counselor Rating Screening Program.

Current Use: The VOCGYD system is used in the 35 Milwaukee junior and senior high schools.

Contact for Further Information:

Terry Mehail, Supervisor
Department of Guidance Services
Milwaukee Public Schools
5225 W. Vliet Street, P.O. Drawer 10K
Milwaukee, WI 53201
(414) 475-8142

SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION(SIGI)

Target Audience:

SIGI is intended for junior college and community college students.

Subject Matter:

SIGI consists of four subsystems: 1) values, 2) information, 3) prediction, and 4) planning, which aid the student in choosing a career. Descriptions, requirements and economic information are included on 200 occupations in eight occupational clusters. The system also includes descriptions of selected occupations and 4-year colleges within a 300 mile radius of the user college.

Description:

SIGI is an interactive guidance and information computerized system developed by the Educational Testing Service in Princeton, New Jersey. Support for SIGI development has been provided primarily by the Carnegie Corporation and the National Science Foundation.

The main purpose of this system is to enhance the student's competence in making informed and rational career or educational choices. Interaction with the four subsystems provides the user both with an understanding of the elements involved in the process of choosing a career and with useful information on the occupations themselves. For example, value judgments are explored by playing value games which present the student with a series of dilemmas. The student can also determine how three occupations compare on a given topic, such as wages or personal requirements.

Information Presentation Mode:

Information appears on a viewer screen. Before leaving this system, the user can select certain portions of the interaction with the computer to be printed.

Access to Information:	Information within the system must be obtained through an interactive process by identifying value preferences. Information is available through a direct access method after the student has completed the system interaction one time.
Geographic Scope of Information:	Regional variations of the system are available. Provision is made in SIGI for incorporation of local data prepared by the using organization.
Cost to User:	Lease cost for the basic SIGI system is dependent on the student enrollment of the school, and varies between $9,000 and $13,000 per year. This price range applies for junior and community colleges. Costs for other organizations must be arranged individually.
Equipment Required:	A cathode ray tube terminal and printer are required.
Accuracy and Revision:	General occupational descriptions are changed and updated yearly. Sensitive topics like wages and outlook are updated semiannually. An information review and update is conducted by an occupational information specialist and two ETS research assistants.
Inputs Accepted for Decision Making Process:	The system has potential to utilize high school class rank and selected achievement tests scores.
Current Use:	SIGI is in operation at six demonstration sites in the United States.
Contact for Further Information:	Dr. Arthur M. Kroll Director of Guidance Program Educational Testing Service Princeton, NJ 08540 (609) 921-9000
Documents Available on Microfiche from CEDIS:	CG 301 – "Seeking a Future: How a Computer Can Help Students Make Career Choices." 4 pp. "SIGI: Conditions of Use." 2 pp. "Preliminary Specifications for Standard SIGI Processor Configurations Installed in 1975." 4 pp. "Career Decision Making: A Computer Based System of Interactive Guidance." 27 pp. "SIGI at A Glance." 11 pp.

VOCATIONAL INFORMATION THROUGH COMPUTER SYSTEMS (PROJECT VICS)

Target Audience: This system was designed for use in high schools.

Subject Matter: VICS dispenses career and occupational information.

Description: Project VICS was developed by the School District of Philadelphia and is used in conjunction with Project FASS (Financial Aid and Scholarship Search) to provide Philadelphia students with a sound basis for post-high school planning. A special emphasis has been placed on finding opportunities for disadvantaged students. The major purpose of Project VICS is to relieve counselors of the tedious and time-consuming task of collecting, analyzing, categorizing, and updating the many sources of career, occupational, and educational information available. Computer terminals are located in the counselors' offices in each school. Students use the system by going to the terminal and choosing a particular track. There are four separate parts, or tracks, to VICS.

"A" Track has information on specific occupations. Students can request an occupational definition, a list of general work duties and a list of related occupations. After receiving this information, the student is allowed to ask questions from a standard list of questions on occupations, such as educational requirements, chances for advancement, future outlook, etc.

"B" Track is for career exploration for students who have not yet made a career choice. The student is instructed to choose from a listing of interest fields and educational levels. The computer then supplies a selection of careers drawn from its memory bank that fit the two chosen requirements. The student can then use the "A" Track to explore these occupations.

"C" Track gives information on post-high school training, scholarships, and financial aid as well as referrals to other sources for more information on these topics.

"D" Track, for job-bound and drop-out students, supplies an extensive list of local employers who offer entry level training and employment opportunities in selected occupations. The list supplies job seekers with an employer's name, address, and telephone number and employment skills and educational requirements for each position.

Access to Information: Students can gain information only by interaction within an established format.

Geographic Scope of Information: The information has a local emphasis, with some references made to national data. The system serves the Philadelphia area. The program information is adaptable to other regions throughout the state and nation.

Cost to User: The $275/month lease cost includes all program, data banks and documentation.

Equipment Required: VICS uses a standard computer terminal.

Accuracy and Revision: All VICS data are updated yearly.

Referrals to Additional Information: The system makes extensive referrals.

Inputs Accepted for Decision Making Process: Only student supplied input is accepted.

Current Use: VICS is used in Philadelphia high schools.

Contact for Further Information:

Gary Brookstein
Project VICS
Instructional Systems
School District of Philadelphia
5th and Luzerene Streets
Philadelphia, PA 19140
(215) 229-9492

Documents Available on Microfiche from CEDIS:

CG 302 – "What is Project VICS," 4 pp.
Sample printout. 15 pp.

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Part 1 – Career Guidance Literature

CEDIS CAREER GUIDANCE DATA BANK*

*Available in microfiche from CEDIS

Career Guidance Resource Materials – From Section II Summaries

CG 101 – Brochures and catalogs on career Guidance Resources (1 of 1)

1. Career Series Books: *Vocational Guidance Manuals, Autumn 1975*
2. Current Affairs: Selections from Career Guidance Packages
3. Career Directions Kits: "Career Directions Kits," descriptive information on four kits
4. Educators Guide to Free Guidance Materials: "8 Great Keys to Better Learning"
5. Empires: VEA Grant 74-2-606 Final Report Summary
6. Empires: "Computer Placement System Described for Counselors"
7. A Manual For Developing Career Guidance Programs: "Getting Started in Career Education"

CG 102 – Vocational Biographies, Vocational Biographies, Inc. (1 of 1)

1. "People Newsletter"
2. "VBI Career Profiles"
3. "Career Library Fact Sheet"
4. "Excerpts," Selections from sample *Vocational Biography Career Profiles*
5. "Career Series Fact Sheet"

CG 103 – SRA Catalog, Science Research Associates (1 of 2)

1976 Catalog Testing, Guidance and Career Education

SRA Catalog (Cont.) Science Research Associates (2 of 2)
1976 Catalog Testing, Guidance and Career Education

CG 104 – Center for Vocational Education (1 of 1)

Annual Report 1973-74

Career Guidance Centers – From Section III Summaries

CG 201 – Occupational Resource Centers in Massachusetts, Arthur L. Leland, et. al. (1 of 2)

Paraprofessionals In Occupational Resource Centers

Occupational Resource Centers in Massachusetts, (cont.) Arthur L. Leland et. al. (2 of 2)
Paraprofessionals In Occupational Resource Centers

CG 202 – Career Guidance Center Reports (1 of 1)

Project Occupations: *Methods and Problems of Training and Employing the Economically Disadvantaged*

CG 203 – Career Guidance Centers Materials (1 of 1)

1. Career Center: A collection of materials from the Career Center
2. Counseling Service Center: *Counseling YMCA Affiliate* Brochure
3. Career Education Project K-14: "Guides and Materials Available from Career Education Project"
4. Career Guidance Resource Center: "The Information Specialist," a brief prepared for INFORM

CG 204 – A Career Guidance Publication (1 of 1)

An Approach to the Development Of a Comprehensive Plan for Career Guidance for the Commonwealth of Massachusetts

Computerized Career Guidance Systems – From Section IV Summaries

CG 301 – System of Interactive Guidance and Information (SIGI) (1 of 1)

1. "Career Decision Making: A Computer Based System of Interactive Guidance"
2. "Preliminary Specifications for Standard SIGI Processor Configurations Installed in 1975-76"
3. "Seeking a Future: How a Computer Can Help Students Make Career Choices"
4. "SIGI At A Glance"
5. "SIGI: Conditions of Use"

CG 302 – Brochures on Computerized Systems

1. ECES, brochure
2. ECES, "ECES III: The Career Development System"
3. ECES, "Project Description"
4. GIS, Brochure
5. GIS, Selections from Student Study Guide
6. VICS, What is Project VICS
7. VICS, sample printout

Part 2 – Career Guidance Literature

ERIC ABSTRACTS*

***Available in microfiche from CEDIS**

Title: Massachusetts Guidelines for Guidance Programs in Career Education.

Document Number: ED101101

Author: Fredrickson, Ronald H., ed. And Others

Date Published: November, 1973

Institution: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pages: 83

Document Abstract: Committees of representatives from major guidance organizations in Massachusetts developed guidelines for counselors to use in assisting teachers, students, administrators, and local citizens in implementing career education in the schools. Section one presents the rationale for career education, (defining it and distinguishing it from occupational, vocational and technical education) and presents the rationale for involvement of guidance staff in its implementation. The second section reviews some of the basic theoretical concepts of career development: trait-factor theory, sociological model, developmental theories, personality, style, and psychological needs. Nine basic assumptions incorporated into the State guidelines are presented. A five-phase framework used to develop a career education program over a period of time is itemized: readiness, awareness, exploration, reality-testing, and confirmation. The third section presents general and specific objectives related to self, world of work and career planning. Guidance services, discussed in part four, include: counseling, assessment, placement, providing occupational information, curriculum development and research, and evaluation projects. The final section presents implementation strategies in relation to influencing factors. A general bibliography and a list of selected readings conclude the document. (AG)

Title:	Information Analysis and Targeted Communications Program for Improving the Quality and Expanding the Amount of Occupational Exploration and Career Planning; A Guide to Developing Career Guidance Programs Kindergarten Through Post High School, Final Report
Document Number:	ED099766
Author:	Walz, Garry R. And Others
Date Published:	June, 1972
Institution:	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan
Sponsoring Agency:	National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pages:	116
Hard Copy:	EDRS price MF-$0.75, HC-$5.40 plus postage
Document Abstract:	This guide is designed to stimulate career guidance program development. It provides an analysis of current information organized into various program development areas. The guide is intended to help a school or community group design a career program tailored to its own needs. (Author/PC)

Title:	Career Education Model, Orange County Consortium, Interim Report
Document Number:	ED099535
Author:	Sappington, Jack
Date Published:	July, 1974
Institution:	Orange County Consortium, Orange, California.
Spnsoring Agency:	Bureau of Adult, Vocational and Technical Education (DHEW/OE), Washington, D.C.
Pages:	199; photographs in Appendix F are not reproducible
Hard Copy:	EDRS price: MF-$0.75, HC-$9.00 plus postage

Document Abstract: The Career Education Model of the Orange County Consortium (OCC), consisting of two school districts and a community college district, is a comprehensive educational program focusing on careers, which begins in the preschool years and continues through adult education. The interim report on this model contains a brief summary of the goals, procedures followed and project results, with subsequent evaluations and recommendations. The body of the report stresses the broad areas of the model: an explanation of the problem area which generated the project; a survey of related literature; a description of performance objectives for students, parents and community, and educators; a description of management and program objectives; a description of the student population; the location of minority groups; curriculum unit and media development; facilitators and coordinators with other projects; second-year project results; and an overall evaluation with a brief discussion of the conclusions and recommendations. The remaining two-thirds of the document consists of appendices including: career education taught through creative puppetry, material relating to the OCC career education curriculum proposal and a description of the Project Activity Management and Evaluation System (PAMES) for 1974-75. (BP)

Title:	The Blue Hills Model; A Collaborative Experiment in Career Development, Volume I – The Satellite Plan
Document Number:	ED099463
Date Published:	1973
Institution:	Blue Hills Regional Career Education Center, Canton, Massachusetts
Pages:	30; for related document see CE002473
Hard Copy:	EDRS price MF-$0.75, HC-$1.85 plus postage
Document Abstract:	The document traces the development of one specific model, the Blue Hills Regional Technical Education Center, a regional school serving the specific occupational and career educational needs of high schools in seven suburban communities, located in Canton, Massachusetts. It also outlines the organizational structure, the program philosophy and the exploratory cluster concept, which provides for students not yet ready to make a commitment to either vocational education or college preparation. Occupational guidance devices, program content, and current status of the program, projected plans, and conclusions are offered. Summarizing the benefits to member communities, the document concludes that the model has provided a practical framework for real cooperation between academic and vocational-technical educators, and may provide the basis for a new funding design for occupational education in Massachusetts.

Title: Comprehensive Program Description and Evaluation Procedures for the Occupational Learning Centers, Secondary Bulletin #100

Document Number: EDO98367

Author: Brennan, Vincent F.

Date Published: August 16, 1972

Institution: Syracuse City School District, New York

Pages: 7

Hard Copy: EDRS price $1.50 plus postage

Document Abstract: The Syracuse City School District Alternative High School Program outline offers an individualized program of instruction that is occupationally rather than academically oriented. The curriculum is divided into three phases. The first phase covers an intensive development of basic skills. General reading skills, vocabulary, English grammar, and arithmetic are developed until a student reaches an eighth grade proficiency in these areas. In phase 2, the student continues basic skill development and completes curriculum requirements in Social Studies, English, Health, and Science. The third phase includes an in-depth study of the world of work in both practical and theoretical terms. The student will be exposed to the underlying principle of work, labor unions, government, economics, consumer education, and cultural institutions. This phase may also include vocational-technical training, on-the-job training, and/or intensive work experience in a specialized skill area. The end goal is successful employability and/or the ability to further the student's training or education. (MW)

Title:	The Blue Hills Model; A Collaborative Experiment in Career Development, Volume II – A Health Services Curriculum
Document Number:	ED099464
Date Published:	1973
Institution:	Blue Hills Regional Career Education Center, Canton, Massachusetts.
Pages:	74; for related document see CE002472
Hard Copy:	EDRS price MF-$0.75, HC-$3.15 plus postage
Document Abstract:	With the goal of bringing relevancy to the learning process, the Blue Hills Regional Technical Education Center in Canton, Massachusetts has developed an integrated curriculum relating career development laboratory instruction to theoretical instruction and applying the process to a health services cluster. The health services program provides an orientation to health careers with classroom instruction and laboratory practice at the secondary level. The occupational analysis (OA), is the curriculum base, which is then translated into performance objectives, and finally sequentially grouped into developmental learning hierarchies, forming laboratory instructional units. Related performance objectives paralleling laboratory instruction were developed by science, math, social studies, English, and foreign language teachers to produce integrated instructional units.

Title: DAT Career Planning Program: Counselor's Manual

Document Number: ED094250

Author: Super, Donald E.

Date Published: 1973

Institution: Psychological Corp., New York, New York

Pages: 45

Document Abstract: The Differential Aptitude Tests (DAT) have been widely used in junior and senior high schools since 1947. The DAT Career Planning Program is a modification of the methods of collecting, interpreting, and reporting test data from those tests in conjunction with additional information about students gathered at the time of testing. This modification consists of the addition of a written report which interprets the educational and vocational planning implications of the student's DAT scores. Besides the DAT (forms L, S, or T), the DAT Career Planning Program includes the career planning questionnaire and the DAT career planning report. This counselor's manual explains the general purpose of the program and its content and rationale. The development of the program is discussed in terms of the classifications used, relationship of test scores and school subjects to occupational fields, and students' individual characteristics. Interpretation and uses of the report are also discussed. Three appendixes and a 25-item reference list are included. Items related to the counselor's manual as part of the program are available from the source cited. (Author AG)

Title:	Developing a Model of Occupational Choice
Document Number:	ED094217
Author:	Egner, Joan Roos and others
Date Published:	1974
Pages:	21
Hard Copy:	EDRS price $1.50 plus postage
Document Abstract:	Review of the literature in counseling, sociology, psychology, and organizational behavior failed to yield a satisfactory model for a comprehensive research framework investigating reasons people choose different occupations. Rational and irrational occupational decision-making models were unsatisfactory in capturing the many dimensions of the decision-making/ occupational choice process. A model developed by Blau, Gustad, Jessor, Parnes, and Wilcock rests on the thesis that occupational choice involves the interaction of the individual's valuation of the rewards offered by different occupational choices and his assessment of his chances of being able to realize each of the choices. Eight factors were identified as major intermediate determinants of occupational choice and were tested in three populations through an interview schedule and questionnaire. The pragmatic utility of the Blau Model was also investigated through curricular materials for an 11th grade mini-course. Positive comments from participant-users suggested further revision of the materials to achieve a conceptually and pragmatically useful curriculum for improving the process of occupational decision-making. A 30-item bibliography is included. (AG)

Title: Multipotential – A Concept for Career Decision-Making

Document Number: ED092827

Date Published: April, 1974

Pages: 12

Hard Copy: EDRS price $1.50 plus postage

Document Abstract: This paper describes a guidance program for students who are multipotential people, i.e., they are able to adapt themselves and develop the necessary specific skills to perform well in a variety of occupations. The author disputes the traditional method of counseling wherein the counselor attempts to identify single talents of the client. Instead, he contends that today there is a premium on adaptability in today's world of work. Shifting manpower needs, the geographic mobility of industry, and automation all contribute to the importance of and need for vocational adaptability among today's work force at all levels. Research in the area of vocations has more often focused on permanence of choice rather than mobility and transition between occupational choices. Although, according to Super, "each person has the potential for success and satisfaction in a stated number of occupations," research in this area has been sadly lacking. A career counseling process which supports the concept of multipotentiality will be better able to help the client anticipate change in his career coupled with the need to develop other abilities. The author concludes by describing the multipotential approach as having five phases: (1) readiness; (2) awareness, (3) exploration, (4) reality testing, and (5) confirmation. (Author/HMV)

Title:	Promoting Adolescent Decision-Making Skills With Group Social Models and Structured Group Interaction
Document Number:	ED090471
Author:	Bergland, Bruce and Quatrono, Louis
Date Published:	1974
Pages:	33
Hard Copy:	EDRS price $1.85 plus postage
Document Abstract:	The objectives for this study were to (1) explore competing treatments for assisting students to identify plans, gather relevant and reliable information, and consider tentative choices which will enable them to make use of these decision-making skills outside the counseling treatment setting; (2) develop and assess the relative efficacy of a structured group interaction technique, a video-presented social modeling procedure and structured interaction; and (3) generate a body of data which will permit the stating and testing of subsequent research hypotheses thus contributing to the development of counseling theory. Eleventh grade males (80) were assigned to an experimental or a control group. The treatments were (1) structured group interaction, (2) group social modeling, and (3) group social modeling plus structured interaction. Treatment outcomes were measured by administering to each student an attitude questionaire, career planning inventory, vocational information survey, and a vocational planning questionnaire. Analysis of results shows no significant differences among groups on any of the test scores. The authors conclude that since no clear evidence of uniform positive treatment effects have been demonstrated, new treatment procedures must be developed which will have the necessary power to effect positive change. (RWP)

Title: Developing a Regional Occupational Education Center, 1973 – King Philip Regional School District, Wrentham, Massachusetts

Document Number: ED086833

Author: Engelhardt, David F.

Date Published: 1973

Institution: Engelhardt & Engelhardt, Inc., Purdy Station, N.Y.; King Philip Regional School District, Wrentham, Massachusetts

Pages: 26

Hard Copy: EDRS price $3.29

Document Abstract: To determine the research and planning tasks necessary for a regional career development program, the educational consulting firm of Engelhardt & Engelhardt, Inc. surveyed the needs and suggested a way to expand occupational education for adults and secondary students served by the King Philip Regional schools. The need for career education and guidance was considered as the study cited five areas for investigation: the contributions of the home and elementary schools to career awareness, the economic under-development of the region, its interstate character, building plans for school expansion, and the junior high and elementary school curricula. The main need for students appeared to be learning how to reach career goals and accompanying life styles. The tasks of an occupational education center were determined to be: assess continuing needs; utilize information retrieval and research; diffuse and disseminate information; provide individual attention to the students; initiate and implement a program of career education; and see that the program is properly administered, researched, evaluated, and developed. Peripheral ideas were considered. It was suggested that consultants and local resource persons be employed to meet the specific needs of the center. A tentative list of contacts is included. (AG)

Title:	Vocational Counseling: A Program for the Development of a Vocational Guidance Program
Document Number:	ED085472
Date Published:	July, 1973
Institution:	Training, Research and Development Station, Prince Albert (Saskatchewan)
Pages:	85
Hard Copy:	EDRS price $3.29
Document Abstract:	The study examines preparation by high school students for employment and puts forth the concept that this can be improved through a high school career guidance program. It proposes a program to help students acquire information about the world of work, skills required to make decisions about training and career choice, skills required to find and keep employment, and attitudes toward training and careers which reflect the contingencies of the socio-economic environment. The basic components of the career guidance course are (1) developing a positive self-concept, (2) knowledge of the world of work, (3) skills of decision-making, and (4) transition from school to employment. The course outlined is designed to include a high degree of teacher direction during the early part with increasing student direction and independence of action during the latter part. (MS)

Title:	Predicting the Stability of Expressed Occupational Choices of Secondary Students, Vocational-Technical Education Research Report
Document Number:	ED078228
Author:	O'Reilly, Patrick A.
Date Published:	May, 1973
Institution:	Pennsylvania State University, University Park, Department of Vocational Education
Sponsoring Agency:	Pennsylvania State Department of Education, Harrisburg, Bureau of Vocational, Technical and Continuing Education
Pages:	184
Hard Copy:	EDRS price $6.58
Document Abstract:	Conducted as part of the Vocational Development Study Project, this study utilized path analysis to develop, evaluate, and modify a model for predicting the stability of early expressed occupational choice of secondary students. Analysis of data from 550 students indicated that none of the 21 student characteristics investigated served as a determinant separating those students who will express the same occupational choice throughout the secondary years from those who will not. The best indicator of stability of occupational choice throughout high school appeared to be that from students who chose the same occupation in both ninth and tenth grades. Two-thirds of them continued to choose the same occupation at twelfth grade. Several other student characteristics which increase the chances of stability of occupational choice include success in terms of grade point average, enrollment in a vocational curriculum, and vocational maturity. The student's socio-economic background, sex, or level of occupational choice do not have an effect on stability of occupational choice. (Author/SB)

Title:	Project Women: In a Man's World of Work, A Guide for School Counselors
Document Number:	ED074216
Author:	Carr, Ralph T. and others
Date Published:	1972
Institution:	Hermon School Department, Maine
Sponsoring Agency:	Bureau of Adult, Vocational and Technical Education (DHEW/OE) Washington, D.C.
Pages:	25
Hard Copy:	EDRS price $3.29
Document Abstract:	This exemplary career education program for 100 girls in grades 10 and 11 at five Maine high schools aims at equalizing career opportunities for women and encouraging student involvement in guidance programs. The ten steps taken to develop and implement "Project Women: In a Man's World of Work" include: (1) preliminary program planning among school counselors, (2) a commitment from school counselors and administrators, (3) the identification of program objectives, (4) developing an operational schedule for the project, (5) developing and administering a vocational interest survey, (6) in-service training as guidance aides for selected students, (7) developing resource lists, (8) a seminar with resource specialists, (9) an outside evaluation, and (10) dissemination activities. Ten traditionally male-oriented career categories were selected as the focus for the project: (1) veterinarian, (2) communications, (3) counseling, (4) military, (5) recreation director, (6) bookkeeping and accounting, (7) computer programmer, (8) police, (9) lawyer, and (10) forest service. This document is related to VT 019 306, available in this issue. (AG)

Title:	Career Development and Planning
Document Number:	ED073400
Author:	Mackenzie, John C. and Manuel, Phil A.
Date Published:	November, 1971
Pages:	57
Hard Copy:	EDRS price $3.29
Document Abstract:	This developmental course in career planning was conceived as a voluntary class open to secondary school students who feel ready to benefit from it. Its function, rather than serving the manpower needs of business and industry, is to assist students to become more aware of themselves as contributing individuals and of the many ways in which they can use their talents productively. Decision-making skills form an integral part of career decision-making. The complex issue of work itself is also discussed: the three and four day week, high unemployment, and the welfare question are woven into the relevant course content. Nine topics are suggested for inclusion in this course to be offered by the guidance department. Outlines, resources, and activities are available for most of them, while books, films, games, and kits are also included for the entire course. (SES)

Title:	Total Career Capability for All, a Career-Development Program Model
Document Number:	ED044719
Author:	Baugh, Douglas S. and Martin, William E.
Date Published:	1970
Institution:	Fort Wayne Community Schools, Indiana
Pages:	64
Hard Copy:	EDRS price $3.29
Document Abstract:	A comprehensive career development program model is presented. It attempts to provide total career capability for all and has the following process objectives: (1) provide students with experiences and information that present occupational dimensions accurately; (2) provide appropriate situations at different levels so that all youth may have an opportunity to make decisions, to discuss and examine the decision-making process, and to understand the basis for judging the quality of one's decision; (3) manage and modify environmental factors to insure maximizing the impact on accomplishing career development objectives; (4) use both direct and indirect contacts with students in multiplying the students' perception of present and potential alternatives; (5) coordinate a comprehensive placement service; and (6) communicate to the student a respect for all work and of the importance of all work to society. The model is post-secondary. A career development model and a flow chart are given for each level. (RSM/Author)

Part 3 – Career Guidance Literature

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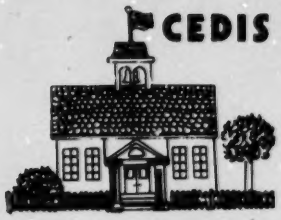

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